



AMERICAN FOUNDATION
FOR THE BLIND INC.

e.7.

NATIONAL APPROACH TO The Education of Deaf-Blind Children*

ANNETTE B. DINSMORE

THE NATIONAL STUDY COMMITTEE ON Education of Deaf-Blind Children held its first meeting on July 12, 1953, at the Hotel Statler, Washington, D.C. The fact that such a committee exists, the reasons for its coming into being, and the purposes for which it was organized should prove of great interest to educators generally. The formation of this committee reflects increasing public recognition of the problems concerning education for the deaf-blind child in the United States. To those of us who have long been aware that the situation is urgent, this development offers encouragement that something can and will be done.

We at the American Foundation for the Blind, a national private organization established to co-ordinate work for the blind through research and consultation, are in a particularly stra-

tegic position to see the over-all picture. Since the inception of a department offering service to the deaf-blind in January 1946, each year has brought to our attention more and more doubly handicapped children in need of schooling for whom no immediate plans can be made. Our register alone, which is far from complete, shows 190 deaf-blind children in this country under twenty years of age as of April 1, 1953. One hundred sixteen of these are not in schools of any kind, and despite the fact that 54 have been reported uneducable, this still leaves a minimum of 62 in need of training.

Such figures, however, cannot tell the whole story. Requests for our help in locating school facilities for deaf-blind children are received continuously. Inquiries are made by parents, social workers, educators, and interested friends, and come through correspondence or personal contacts. These

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facts have brought home to us in sharp relief the situation of the child who must be kept waiting indefinitely until it may be too late.

Although the incidence of deaf-blindness in this country is low for adults and children alike, the degree of service needed by such people is proportionately high, due to the severity of the double handicap.

Deafness makes Greatest Demands on Teachers

The difficulties involved in teaching children who are both blind and deaf are manifold. Those of us who have had experience in teaching the deaf realize at once that deafness is the major problem in the education of the deaf-blind. Although in the preschool area, blindness is the stumbling block in initial physical adjustment, when it comes to developing mental concepts, reasoning power, language and speech, deafness must be given primary consideration. We do not mean to minimize the complications of blindness, but we do want to emphasize the importance of avoiding exaggerated emotional reactions toward it, and of keeping the picture in proper focus—with deafness the greater barrier to normal relationships and mental growth. This fact should not only be given more general recognition, but it should be understood clearly by educators of the deaf and of the blind.

A teacher of deaf-blind children must, therefore, have thorough groundwork in the education of the deaf, using the oral method plus additional instruction in the adaptations necessary for this highly specialized work. There is the age-old question, of course, as to whether it is worthwhile taking time in an attempt to teach speech to the deaf child who seems incapable of

learning it. However, in view of the terrific impact of the double handicap, every effort should be made to give the deaf-blind child training in the use of and understanding of oral speech.

A teacher of deaf-blind children must be capable of analyzing child behavior, an ability characteristic of all good teaching, but which is absolutely imperative in working with a child whose only means of expression is through a variety of non-language behavior patterns. In recruiting teachers either for training or immediate employment, careful consideration should be given not only to background of education and experience, but also to personality. The potential teacher should be calm, poised, patient, yet with the spark of inherent enthusiasm which gives her confidence in her own ability and in the child's capacity for learning.

Education and specialized training are important factors, of course, but they must be combined with the native ability to understand the child, recognize individual differences, and apply techniques accordingly. She will need flexibility, spontaneity and warmth, the ability to accept the hostile, irritable child who is aggressively rebelling against the limitations of his handicaps.

Teacher Recruitment: A Major Problem

The shortage of trained teachers has always been a great problem. For this reason experimental training courses sponsored jointly by Perkins Institution for the Blind, Watertown, Massachusetts, and the American Foundation for the Blind were given in the summers of 1949, 1950, and 1951. These were offered with graduate credit at the Horace H. Rackham School of Special Education, Michigan State Normal College, Ypsilanti, under the co-ordination

of Dr. Francis E. Lord.* Designed to present the special techniques needed in the teaching of deaf-blind children, the courses comprised instruction in the vibration method, motokinaesthetic skills, braille, the psychological aspects of blindness, and other related subjects. Lectures and demonstrations with children were given in 1949 and 1950 by Mrs. Maureen N. Gittzus, Principal, Deaf-Blind Department, Perkins Institution, and in 1951, by Miss Inis B. Hall, Principal, Deaf-Blind Department, California School for the Blind.

The prerequisite for admission to the courses was training and/or experience in the oral method of teaching the deaf. While a number of students took the work, a comparatively few actually entered the field of teaching deaf-blind children. Those who did, however, were able to start programs in their respective schools, and as a result departments for the deaf-blind were opened in the Michigan School for the Blind, Lansing, and in the Iowa School for the Deaf, Council Bluffs. Each of these departments has been maintained successfully and is being expanded. Nevertheless, the experience showed that it would be impractical to continue to recruit teachers in this manner, and tentative plans were made for a more adequate solution.

Nation-wide Planning Instituted

Accordingly, during the early months of 1952, the American Foundation for the Blind requested the two organizations of administrators in the education of the blind and in the education of the deaf to appoint committees to study the whole question on a nation-wide basis and to consider planning jointly for regional schools.

* Dr. Lord is now Co-ordinator of Special Education, Los Angeles State College.

The committees were appointed as follows:

From the Conference of Executives of American Schools for the Deaf (C.E.A.S.D.): *Chairman*, Dr. John E. Bryan, President, Alabama Institute for Deaf and Blind; Joseph E. Healy, Superintendent, Virginia School for the Deaf and the Blind; John M. Wallace, President, Florida School for the Deaf and the Blind; Dr. Truman L. Ingle, Superintendent, Missouri School for the Deaf; Egbert N. Peeler, Superintendent, North Carolina State School for the Blind and the Deaf; Fred L. Sparks, Jr., Superintendent, Central New York School for the Deaf. From the American Association of Instructors of the Blind (A.A.I.B.): *Chairman*, Frank Johns, Jr., Superintendent, Connecticut Institute for the Blind; Dr. John E. Bryan; Wallace J. Finch, Superintendent, Michigan School for the Blind; J. M. Woolly, Superintendent, Arkansas School for the Blind; Joseph E. Healy; Dr. Berthold Lowenfeld, Superintendent, California School for the Blind.

Tentative plans were made to schedule a meeting of Mr. Johns' committee during the biennial convention of the A.A.I.B. in Louisville, Ky., July 1952. Although these plans did not materialize, a discussion was held with a number of educators interested in the problem, including Mr. Edward J. Waterhouse, Director, Perkins Institution, and it was agreed that a joint meeting of both committees (A.A.I.B. and C.E.A.S.D.) lasting for several days would offer an opportunity for constructive study and analysis of the situation.

In the fall of 1952, the newly elected president of the A.A.I.B. re-organized the committee as follows: *Chairmen*, Frank Johns, Jr.; Dr. John E. Bryan; Edward J. Waterhouse; Wallace J. Finch; and Paul C. Mitchell, Assistant

Principal, New York Institute for the Education of the Blind.

Mr. Waterhouse suggested that a two-to three-day meeting be held in April, 1953, at Perkins Institution, following the annual convention of the International Council for Exceptional Children in Boston, so that it would be possible for a number of persons attending the I.C.E.C. convention to remain for this special conference. It was felt that various aspects of the problems of educating deaf-blind children could be presented formally, followed by discussions and demonstrations of methods, using children enrolled in the Deaf-Blind Department. Here also would be an opportunity for the A.A. I.B. and C.E.A.S.D. committees to meet together and present resolutions, if indicated. The American Foundation for the Blind agreed to sponsor the conference jointly with Perkins Institution and accordingly, notices and invitations were distributed setting the dates for April 13-15, 1953.

Watertown Conference Was Significant

The conference at Watertown may well be recorded as a highlight in the history of the education of the deaf-blind, since the subjects presented and the discussions following each represented the thinking of outstanding specialists in a variety of related fields. The agenda included:

Introductory Remarks—Edward J. Waterhouse.

“Present Resources and Present Needs”—Annette B. Dinsmore.

“Means of Determining a Deaf-Blind Child’s Educability”—S. O. Myers, Headmaster, Condover Hall, Shropshire, England.

“Training Teachers of the Deaf-Blind”—Dr. Francis E. Lord.

Demonstrations of Methods of Instruction—Mrs. Maureen N. Gittzus and her staff.

“Vocational Goals for the Deaf-Blind Child”—Peter J. Salmon, Executive Director, Industrial Home for the Blind, Brooklyn, N. Y.

“Advantages and Disadvantages of Integrating the Deaf-Blind Child in the Regular Residential Program”—Tape recording of a conversation between Dr. Berthold Lowenfeld, and Inis B. Hall. Discussion led by Thomas K. Kline, Superintendent, Illinois School for the Deaf.

In addition to those who led the discussion as shown above, the conference was attended by more than fifty persons including the following administrators and specialists: M. Robert Barnett and Kathern F. Gruber, Executive Director and Assistant Director, respectively, American Foundation for the Blind; John Yale Crouter, Principal, Rhode Island School for the Deaf; Fred L. Sparks, Jr.; Dr. Truman L. Ingle; Mrs. Ina E. Hubbard, Principal Missouri School for the Blind; Joseph E. Healy; Mrs. Marion H. Grew, Superintendent, Washington State School for the Blind; Edward H. Brayer, Principal, New York State School for the Blind; John M. Wallace; Louis J. Bettica, Director, Services for the Deaf-Blind, Brooklyn Industrial Home for the Blind; Wallace J. Finch; Alan Y. Crouter, Superintendent, Mystic Oral School for the Deaf; Dr. Romaine P. Mackie, Specialist, Schools for the Physically Handicapped, Office of Education, Federal Security Agency; Mabel Talbot, Principal, Deaf-Blind Division, Iowa School for the Deaf; Sophia K. Alcorn, Supervising Principal (ret.) Detroit Day School for the Deaf; Margaret H. Gruver, Assistant Principal, Rhode Island School for the Deaf.

Resolutions were drawn up jointly by the two committees and adopted by the conference as follows:

"To further the program for educating deaf-blind children, it is recommended that a permanent committee be established consisting of representatives of schools for the deaf, schools for the blind, dual schools for the deaf and blind, and the American Foundation for the Blind. It is recommended that, for the present, the deaf-blind committees of the American Association of Instructors of the Blind and the Conference of Executives of American Schools for the Deaf, together with representatives of the American Foundation for the Blind constitute this committee, and that Mr. M. Robert Barnett be requested to serve as provisional chairman.

"This committee is hereby requested to plan a program of research into the problems connected with the health and education of deaf-blind children.

"This committee is requested to explore the possibility of establishing regional schools for the deaf-blind, and also a special school to serve as a center of research, for teacher training, and for preparing children for acceptance into schools for the deaf and/or blind.

"The delegates recognize the serious problems of obtaining teachers for the deaf-blind. They commend the efforts of those organizations which have carried out programs for teacher education and recommend that these be continued and expanded if possible, with college credits being awarded for such training.

"The committee is asked to stimulate further conferences on the education of deaf-blind children."

In his capacity as provisional chairman, Mr. Barnett called the meeting in Washington, D.C., noted at the beginning of this article, in order to clarify

administrative details and the status of the committee. The members of the A.A.I.B. and C.E.A.S.D. committees were asked to participate, and in addition, using his prerogative as indicated in the resolutions, Mr. Barnett invited executives from each of the schools with established departments for the deaf-blind. During the course of the meeting, the members agreed that the group be called the "National Study Committee on Education of Deaf-Blind Children," with Mr. Barnett as permanent chairman and Mr. Waterhouse as secretary. It was decided that the membership of the National Study Committee itself should consist of the joint committees of the A.A.I.B. and C.E.A.S.D., plus representatives from each of the schools with special departments for the deaf-blind and representatives from the professional staff of the American Foundation for the Blind.

Those present at the Washington meeting were: Mr. Barnett; Dr. John E. Bryan; Frank Johns, Jr.; Edward J. Waterhouse; Egbert M. Peeler; Wallace J. Finch; Lloyd E. Berg, Superintendent, Iowa School for the Deaf; Kathern F. Gruber; Fred L. Sparks, Jr.; Mrs. Marion H. Grew; Annette B. Dinsmore.

The American Foundation for the Blind had prepared written material offering suggested plans and objectives in developing regional facilities and a possible national center for research. Briefly these suggestions covered the following points:

I National Center for Research

1. Specific Objectives
 - a. Research—psychosocial study of the child; ophthalmology, otology, and audiology; methods, techniques, and skills needed in the education of the deaf-blind

child; analysis of individual differences based upon degree and duration of each handicap.

b. Service—Case-finding, child analysis, placement; teacher recruitment, training, placement; criteria for evaluation of existing programs, improvement and/or expansion, initiation of new regional schools, consultation services; financial assistance to regional schools.

2. Requirements

a. Location

b. Physical Plant and Equipment

c. Personnel

d. Financial Backing

II Regional Schools

1. Specific Objectives

a. Locate all deaf-blind children within a region.

b. Provide education for such.

c. Maintain standards of uniformity.

2. Requirements

a. Location

b. Physical Plant and Equipment

c. Personnel

d. Financial Backing

It was decided that the questions involved required further detailed study, and sub-committees were recommended, chairmen to be appointed by Mr. Barnett.

On the following August 24, the following committee chairmen were named: Teacher Training—Lloyd E. Berg; Regional Planning—Egbert N. Peeler; National Center Planning—Annette B. Dinsmore; Finance—Dr. John E. Bryan; Research Needs and Planning—Wallace J. Finch.

A second meeting of the National Study Committee has been called for January 25-27, 1954, to be held at the

Iowa School for the Deaf, Council Bluffs.

Detailed Considerations Presented for Study

CASE-FINDING

In order to locate our deaf-blind children, it would be necessary to utilize every available public and private resource including child welfare and health agencies, special education and public school systems, as well as agencies for the blind and deaf. Complete medical data, together with information about physical and mental development, should be obtained with particular attention given to those children at present committed to mental institutions or otherwise pronounced uneducable. It is important to study the influence of the home environment and early training upon the deaf-blind child. His reaction toward various personalities in his past and present experience should be noted carefully. All of these factors ought to be considered before any evaluation of his potential mental capacity is made. For such study we might enlist the combined skills of psychiatrist, psychologist, and social worker. This team could analyze the effects of deaf-blindness upon the child's personality. Emotional instability, under such circumstances, does not always indicate that the child is uneducable. It can be a normal reaction, showing sensitivity and awareness. Case-finding must be thorough enough to ensure that no child be overlooked now or in the future.

INDIVIDUAL DIFFERENCES

In further consideration of the deaf-blind children now on register, it may

be of some significance to note that only one-fourth to one-third of them are totally deaf and totally blind, while a smaller proportion yet have been so from birth. The highest percentage seem to be those who have been deaf from birth, i.e. unable to acquire speech and language through hearing, with a partial loss of vision. The degree of loss of sensory perception, together with the duration of each impairment, make it imperative to adapt methods of instruction accordingly. There are the children who suffer a partial loss of either sight or hearing with a complete loss of the other sense. There are the children who retain a degree of sight and also a degree of hearing. There are those who became handicapped in late childhood or early adolescence after they had acquired patterns of speech and language. When facilities are expanded sufficiently, efforts can be made to teach young adults who, having been deaf-blind from early childhood, have grown up in absolute ignorance. Some of these display a considerable amount of native intelligence despite their lack of language understanding. There are far too many who fall into this last category and they represent the tragedies of our educational system.

REGIONAL PLANNING

The National Study Committee is charged with the responsibility of developing an over-all plan for a solution to the problem. It is preparing to draw up suggestions for a national center for research through which facilities can be improved and expanded to meet the need on a regional level. It may be recommended that regional schools be established in strategic locations throughout the country, and that such schools constitute a division or depart-

ment within an existing school for the deaf or school for the blind.

There would have to be a close interrelationship between the national center and the regional schools so that techniques, methods, evaluation of progress, analysis of problems, and even faculty members could be shared. This can be done only if and when the national center is prepared to offer adequate consultation service upon request. Schools with departments for the deaf-blind already established should be utilized to the maximum before new departments are initiated, provided that such schools are willing to participate in the nationwide program.

Centralization Indicated by Circumstances

Since deaf-blind children are widely scattered, it would not seem feasible for each state to organize facilities for their education. Over a period of years, such facilities would inevitably fluctuate with the varying needs within the state, and would constitute temporary makeshifts with no continuity of service. Again, if each state attempted its own program, this would undoubtedly mean a number of teachers working singly in larger school setups. No teacher can do her best work alone. She needs the stimulation of sharing ideas and experiences with co-workers and, also, the advantage of competent supervision. Certainly a teacher undertaking this work is entitled to the highest quality of efficient supervision that it is possible to provide. This fact alone would justify a regional plan.

The geographic distribution of deaf-blind children, together with density of population, could be the deciding factor in the location of the regional facilities, if there were now no schools with existing departments for the deaf-

blind. Under the circumstances, we must first review present resources as focal points for drawing territorial dividing lines. At present there are six schools with established departments for deaf-blind children. These are: Perkins Institution for the Blind; New York Institute for the Education of the Blind; Michigan School for the Blind; Iowa School for the Deaf; Washington State School for the Blind and California School for the Blind.

It is not to be expected that any one school could undertake regional responsibility immediately, since this would necessitate going through the proper administrative and legislative channels. Those states in the area having no provision for deaf-blind children could be approached and asked to assume a fair share of responsibility, again following administrative and legislative channels.

Segregation Should Be Avoided

One additional consideration should be kept in mind. Segregation of the deaf-blind child ought to be avoided at all cost. Constant daily association with other children is of the utmost importance in his life. He should have this chance to develop natural social relationships, whether it be with deaf children, blind children, or with those who have normal sight and hearing. It should not be too difficult to give him such experience through planned integration. Outside of classrooms, the deaf-blind child could mingle freely with the rest of the children enrolled, and it is possible that some of them might be able to attend regular classes after progressing to academic and vocational subjects.

It is hoped that uniformity can be

fostered among the regional schools, particularly in regard to qualifications of teachers, salary classifications, and methods of instruction used. We must not overlook the fact that the teachers of deaf-blind children in service during the last quarter-century have achieved remarkable results, and we must never underestimate their successes. However, since the departments for the deaf-blind have come into being on an individual basis with no specific standards to guide them, the result is a variety of programs, each with its own strengths and weaknesses. We need to tie the work together with a united approach for mutual benefit.

Conclusion

The National Study Committee on Education of Deaf-Blind Children is undertaking an ambitious program in proposing the development of regional facilities and a national center for research. We have tried to show here the fundamental need for the committee, the steps by which it was created, and general considerations for its study. We have also tried to point out some of the specific problems involved in meeting existing conditions throughout the country. If, when plans are completely formulated, the recommendations of the committee can enlist the interest of those best qualified to promote the enterprise, then it will have rendered a service of far-reaching value. Furthermore, if through this committee, the education of deaf-blind children can be organized on a nationwide basis, utilizing to the utmost past and present experiences of those already serving in this field, then we can look forward to a constructive solution which will, at the same time, keep pace with improved methods and developing techniques.

A SURVEY OF State Legislation IN 1953

Helga Lende

IN THE YEAR 1953 STATE LEGISLATIVE bodies convened in 44 states. A large number of bills which in some way or other affect blind persons were introduced. Some of these bills were not acted upon, were not passed by the legislative houses, or were vetoed by the governors. This survey will report on legislation actually passed and approved that represents changes in the various state programs for the blind or reflects trends in the philosophy governing work for the blind in this country. Because of space limitations mention will not be made of the many appropriation bills providing funds for already existing programs and services, unless such bills also contain clauses which mean change or improvement of these services.

We can report that thirty states and the territory of Hawaii passed legislation that related directly to work for the blind. A number of states also enacted laws of a general nature that in their interpretation will affect the blind. Some of these will be mentioned because of their special relation to work with the blind.

Education of Blind Children

Some important legislation was passed regarding the education of blind children. The state of Ohio (S.B. 81) provides that the Superintendent of Public Instruction may grant permission to any board of education to establish and maintain classes for blind persons over the age of three. Further, according to this amendment the Superintendent, by written agreement with the Board of Trustees of any college or university may arrange with the teacher education department of such college or university for the classroom and in-service training of teachers for handicapped children. West Virginia (Chapter 91) specifies that county boards of education throughout the state having five or more exceptional children of any of the types or classifications named may establish and maintain special schools, classes, home teaching, or visiting teacher service in order to provide for educating exceptional children between the ages of three and twenty-one. The blind are included among the types or classifications mentioned.

In Kansas special legislation was passed (H.B. 151) broadening the scope of the special education program to include service to partially-sighted children.* The law creates an education fund for exceptional children to pay for the salaries and expenses of special teachers who give special instruction, and prescribes the duties of the State Superintendent of Public Instruction, the State Division of Special Education and the Director thereof.

Delaware passed two education laws (S.B. 176 and S.B. 177) which may be said to be technical amendments to the basic education law of the state. In effect, they relieve the governor and the judges of the Supreme Court of their anachronistic responsibility for the education of the blind and place it with the Delaware Commission for the Blind, where it has been in fact, anyway. Also, they relieve the Commission of the supervision of the education of the deaf, transferring this responsibility to the State Department of Public Instruction. Another change of an administrative nature was made in Texas (Chapter 59) with the transfer of the Texas School for the Blind from the State Board of Hospitals and Special Schools to the Central Education Agency, in recognition of the fact that the school is an educational institution and therefore properly belongs under the jurisdiction of the educational agency.

Most of the appropriation bills passed relating to the education of blind children recognized the need for increased budgets for such special education. An example of this is Act 114 enacted by the state of Ohio, which authorizes a special allowance to the boards of education of not more than \$400 over and above the cost of edu-

cating the same number of children of normal needs.

The need for expansion seems apparent. We may mention two laws passed by the state of Arkansas (Acts 421 and 539) which provide for the construction of a new school for the blind, and for the purchase of certain properties adjacent to the Arkansas School for the Negro Blind and Deaf.

In the field of higher education of the blind Illinois (H.B. 852) increases the grant for aid to blind students to \$750 per annum, and transfers the administration of this grant from the Division of Rehabilitation to a Board of Education for the Blind.

Financial Aid to the Needy Blind

The Federal Social Security Act was passed in 1935. At that time 26 states had programs of relief to the needy blind in effect but not one of these programs met all of the various requirements of the Social Security Act to allow federal participation in aid to the needy blind. By January 1, 1938, thirty-six states, Hawaii and the District of Columbia had enacted legislation which made federal co-operation possible. With the passage of Chapter 369 of the 1953 Laws of Nevada the last of the 48 states took legislative action to qualify for federal grants in aid. According to official tables, there are at present close to 100,000 blind persons receiving grants totalling over \$5,000,000 per month, with an average monthly grant per person for the whole country of about \$54.00.

The actual grant paid each person varies considerably throughout the country. In some states the maximum amount is fixed by law, in others the maximum is pegged so as to follow closely any change in the federal maxi-

* The law does not mention the blind.

num. This year six states enacted legislation increasing the maximum grants allowed: Delaware to \$85.00 per month; Maine to \$55.00; Missouri to \$55.00; Nebraska to \$70.00; Ohio to \$65.00; and Wisconsin to \$75.00 per month. The new law of Nevada proclaims that the individual needs of each person claiming aid to the blind shall be presumed to be not less than \$75.00 per month.

An amendment of 1950 to the Social Security Act required that after July 1, 1952 the states in determining resources of applicants for aid to the blind disregard the first \$50.00 of earned income. States which required special legislation in order to comply with this federal provision have completed such legislation with this year's legislative sessions. Missouri has changed the amount of maximum income allowed for eligibility for aid to the blind and for pensions for the blind from \$1500 to \$1800 per year.

Residence Requirements

No radical changes were made this year in residence requirements for aid to the blind. California according to S.B. 492 may permit the partially self-supporting blind to receive aid after five years residence instead of nine years as formerly. The new law of Nevada establishes a residence requirement of two years out of nine, one immediately prior to application. Other states seem more interested in reaching a basis for reciprocity arrangements with neighboring and other states. Delaware's S.B. 181 passed this year is an example of such legislative action. California (S.B. 913 and 914) also establishes a one year residence requirement for a blind person who moves to another county within the state, except that a person who leaves his county for pur-

poses of attending an institution of learning located in the state shall be deemed not to have moved from his county.

There appears to be some interest in establishing a formula for determining the responsibility of relatives for the support of a needy blind person. Arkansas (Act No. 176) establishes and defines the responsibility of a near relative of "every person who shall be in need and unable to earn a livelihood." California (A.B. 624 and S.B. 808) and Montana (Chapter 180) in addition to similar definitions furnish a "Relatives Contribution Scale" specifying the relative's responsibility in terms of his personal monthly income. These acts represent general welfare legislation which also affect the blind.

There are other legislative measures which deal mainly with the mechanics of administering aid to the blind. California (A.B. 1674) seeks a reduction in the case load of the investigators, and Maine establishes the sum of \$125 as allowance for funeral expenses for recipients of aid to the blind. Washington (Chapter 174) amends section 21 and 22 of its Public Assistance Law so as to make for more clarity in the definition of eligibility and other matters, and for closer conformity with the rest of the law. New Mexico (H.B. 45) provides that an optometrist may examine the eyes of an applicant for aid to the blind and certify blindness. About half of the states of the Union now have this particular measure on their statute books.

Some legislation was passed of a more or less restrictive nature. Chapter 279 of the Laws of Maine provides that an applicant for aid to the blind who divests himself of property after January 1, 1950, without reasonable consideration shall forfeit all right to receive such aid. Chapter 228 of Mon-

tana specifies that public assistance shall not be granted to any person who has deprived himself directly or indirectly of any property for the purpose of qualifying for assistance, and New Hampshire (Chapter 87) rules that public assistance shall not be granted to anyone who has refused to accept available employment.

Agencies for the Blind

A number of states this year passed legislative measures intended to improve services for the blind or to reorganize existing programs for more efficiency. Chapter 109 of the Laws of Arizona creates the "Arizona Industries for the Blind." The appropriation bill (Act No. 434) for the Arkansas State Department of Public Welfare creates a new position of Supervisor of Services for the Blind. Vermont in H.B. 418 re-defines the duties of the Department of Social Welfare, Division of Services for the Blind, to give more preference to the vocational rehabilitation of the blind featuring the development of home industries and small business enterprises. The territory of Hawaii meets the challenge for adjustment of the blind adult by establishing (Act 148) a rehabilitation center for the blind for eight weeks in 1953 and 1954. In Connecticut Public Act 198 provides for a study by the legislative council of the relationships between the state of Connecticut and private humane institutions and agencies to which state funds are paid.

The state of Kansas passed a bill (H.B. 148) which has an important bearing on the administration of welfare services in the state. Through this legislative action the responsibility of the local county department of welfare for services in the area of work for the blind and prevention of blindness

is clearly defined. It is anticipated that the rules and regulations which the state agency will formulate in connection with this law, and which will have the effect of laws themselves, will make the county department an active teammate of the state agency for the blind in offering service. The implication of this legislation may be far-reaching.

The status of employees of state agencies for the blind received attention in three states. Florida (Chapter 28160) provides that certain blind and partially sighted persons who are licensed vending stand operators by the Florida Council for the blind are declared to be state employees and entitled to the benefits of the State Officers and Employees Retirement System. Connecticut (79 B) enacted a similar measure for the purpose of enabling blind operators of vending stands receiving weekly payments from the Board of Education of the Blind to come within the benefits of the Social Security Act. Finally, Tennessee (Chapter 13) establishes that all civil service regulations now in full force and effect in other divisions of the State Department of Public Welfare shall apply to the Division of Services for the Blind.

Workers for the blind for some time have been concerned with the lack of organization and supervision of fund raising for the benefit of the blind, and various efforts have been made to obtain some regulation of such activities. An important law to this effect was passed this year in Delaware (H.B. 351) which provides that all organizations or individuals who solicit funds for the blind shall be required to apply for a permit from the Delaware Commission for the Blind and to file with them information setting forth the purposes for which the monies raised shall be used. This provision does not apply to any Delaware nonprofit corporation

organized to serve the blind of Delaware.

A problem of a somewhat similar nature has been solved by the state of Florida through an act (Chapter 28029) which prohibits the sale, distribution, or exhibition of any products or services which are purported to be blind-made unless certified by the Florida Council for the Blind. A product or service is "blind-made" if the manufacturer employs blind persons to an extent constituting no less than 75 per cent of the total hours worked by personnel engaged in the production of such product or service.

Vocational Opportunities

California this year has passed two laws which, it is hoped, may open up a new remunerative field for the blind, (A.B. 17 and A.B. 1001) The first one deals with registered physical therapists and states: Section 2631. "Blind persons shall not be denied registration solely on the basis of such infirmity." A.B. 1001 relates to the practice of physical therapy, schools of physical therapy, and the licensing of physical therapists, and extends the right to practice physical therapy to "registered physical therapists licensed under Chapter 5.6 of this code."

The field of physiotherapy for some time has been practically closed to the blind. Workers for the blind would welcome any change in the restrictive policies now in force.

State Use Laws

In 1938 the U.S. Congress passed the Wagner-O'Day Act creating a Committee on Purchases of Blind-made Products, thus providing new opportunities for the marketing of the products of workshops for the blind on a national

scale. The years following have amply demonstrated the benefits to the blind and to the states of the new opportunities created.

Even before the passage of the federal law, two states, Indiana and Massachusetts, had on their statute books, measures which required that state agencies buy from workshops for the blind certain commodities at a fair market price and under conditions specified by law. Since that time so-called "state use" laws have been passed in a number of other states, and legislators and workers for the blind in others have expressed interest in promoting similar legislation for their respective states. In the year 1953 six additional states, Arizona, (Chapter 109), Delaware (S.B. 155), New Mexico (H.B. 153), Pennsylvania (H.B. 1124), South Dakota (Chapter 493), and Texas (H.B. 379) passed new laws promoting the marketing of blind-made products according to the specific conditions and the specific needs of the respective states. In addition, Kansas repealed its earlier "state use" law and through H.B. 489 provides for the purchase of products made by the blind from the Kansas Industries for the Blind, Division of Services for the Blind of the State Department of Social Welfare. This legislative change is expected to increase considerably the opportunities for the blind of the state.

At the end of the legislative year of 1953 there are now sixteen states which have "state use" laws. It is to be expected that this number will increase in the years to come.

Tax Exemption

The federal government allows a personal exemption of \$600 for federal income tax for each blind person over and above all other exemptions speci-

fied by law. A number of states have passed additional legislation which helps to reduce further the tax burden of blind persons. In 1953 Maryland (H.B. 17) amended Chapter 30 of the Laws of 1952 which provided exemption from taxation up to an assessed valuation of \$6000 on the dwelling and certain other real property belonging to war veterans with specified service-connected disabilities. By an inadvertence the reference to blindness was left out of the 1952 act and the 1953 amendment aims to rectify this omission. Massachusetts (Chapter 379) exempts from taxation real property to the amount of \$2000 of a blind person who is a legal resident of the Commonwealth, if the total assessed value of the property does not exceed \$8000. Similarly, Michigan (Act 194) exempts from taxation all real estate to the value of \$2000 used and owned as a homestead by any blind person provided that the total value of the taxable property is less than \$7500, and Nevada exempts property not to exceed \$3000. Finally, Hawaii (Act No. 139) authorizes freedom from taxation for all real property owned by a blind person up to but not exceeding a taxable value of \$10,000.

It should also be reported that Oregon this year passed a broad, general law concerned with state income tax exemptions, which will, in effect, bring the state exemptions for state income tax into conformity with those now in existence for federal income tax. This gives the blind an additional exemption.

Guide Dogs

The federal government in 1937 recognized the importance of the services of a guide dog to the blind by adding after the word "guide" the words "or

sceing-eye dog or other guide dogs especially trained for this purpose" to the amendment to the Interstate Commerce Act permitting railroads and bus companies to let a blind person and his guide travel for one fare. Many states have found it necessary to pass additional legislation making it a misdemeanor to bar the guide dog of a blind person from public conveyances and from public places of amusement and accommodation. At present there are eighteen states having laws embodying this principle, although some of these are much more far-reaching in their language and interpretation than others. The total of eighteen states includes Michigan which this year enacted a law (Act No. 185) which provides that a blind person shall be admitted to any place of public accommodation, amusement, or recreation or public conveyance on land or water if led by a guide dog wearing a harness and having credentials issued by an accredited school for training guide dogs approved by the Veterans Administration.

The subject of standards of training a guide dog some years ago was of concern to the state of California when it created by law a State Board of Guide Dogs for the Blind. This year's legislature amended (A.B. 976) this law, mainly making changes in the membership of the Board, to include, for instance, at least two blind persons who use guide dogs.

Miscellaneous

There are a number of laws on the statute books of the various states which extend some special minor privilege to the blind. Thus, in some states blind persons are allowed to fish without a license, and the state of Oklahoma this year passed such a law. North

Carolina (H.B. 240) provides freedom from licenses, license tax, or fees for blind persons operating business, trade, employment or profession. As a matter of expediency, North Carolina (H.B. 1293) makes the privilege of traveling by a blind person and his guide for one fare contingent upon registration with the North Carolina State Commission for the Blind.

Jean questions blindness

Charlotte Moore

JEAN WAS FOUR AND ONE HALF YEARS old when she came to me one night and asked, "What does blind mean, Mommy?" Although I was quite surprised, my first thought was that I must answer her truthfully and completely; I must be careful with the tone of my voice and the choice of words, so she will not receive an impression that her blindness is alarming, or that because of it she is set aside or different from other children. Without time for further thought I began.

"Well, dear, a blind person cannot see even though he has eyes. Almost everyone can see, but sometimes a baby is born blind; sometimes a person can see very well and then he has an accident or gets sick and then the eyes are

hurt on the inside and the eyes cannot see any more. Everything is dark to him. A person who cannot use his eyes has to be a little more careful and take his time in everything he does. He must let other parts of his body do the work of his eyes.

"Ears can listen and tell him where he is, what is making noise, and where it is coming from, if it is a man or woman, a boy or girl talking, and many other things.

"Hands can tell a person where he is, and what the thing he is touching is made from, like metal, wood, glass, fur, or material. Hands can tell him how big things are—if they are wet or dry, cold or hot, rough or smooth.

"A nose can help, too, by sniffing. It can tell what is cooking, which spice is in a can, which flower is nearby. If anything has a smell to it, the nose can tell a blind person all about it.

"Feet are very important helpers because they tell a person if he is on a rug, or floor, if there are stairs, if he is walking on a sidewalk or on the grass. Feet help him find the curb, which means the next step is in the street where cars go by.

"A blind person can do nearly everything for himself, but when there are things he can not do all by himself, a person with eyes that can see, is always glad to help."

"Who is blind, Mommy?" asked Jean. I replied, "Buzzy, Barbara, Jane and Joan, you, Dr. Cummings, Robert Frazier whom we hear on the radio, and many other people. Some are babies, some are big boys and girls like you, some are older like sister Carol, and many are grownups like Mother and Daddy. "Is Chipper blind?" she asked. When I answered yes, she came right back with "Are all the children at Sunnysbrook blind?" I replied, "Yes, they are."

"How about Mrs. Simpson, is she blind?" she asked. "No, she can see very well just as I can." That same question was asked about the entire family one by one and about a few of our friends.

By this time I felt that her father should be in on this so that he could help with the explanation. We went to him and he understood the situation at once. Jean stated, "Daddy, I am blind." And Roy answered, "Yes, you are Honey. I have known that since you

were a tiny baby in your little bassinette."

The next instant Jean requested, "Be my horse, Daddy." Roy and I smiled at each other in relief, because our second hurdle had been cleared successfully. Our first hurdle was for Roy and me to accept Jean's blindness. The second one was Jean's acceptance without any emotion or frustration.

Best of luck to those of you whose children will be asking these important questions in the future.

Editorially Speaking

THE WORKER FOR THE BLIND no more than anybody else is likely to choose legislation as his favorite subject for reading. The language used and preferred by the lawmakers often is obscure and its special significance sometimes eludes the reader. Unless one is specially interested in the passage of a certain law, information on legislation may be overlooked.

Perhaps we have not yet learned how to approach the study of laws and legislation in the right spirit. Perhaps we have not quite realized the fascination of watching the close relationship to be found between timely legislative measures and the various developments in work for the blind and the growth of such work according to modern concepts and philosophies. Indeed, the history of some of the important phases of work for the blind in this century may be traced through a study of federal

legislative measures and their effect on state and local work. And in areas where the principle of state sovereignty predominates and special state legislation for the blind may be called for, we find such legislative expressive of the state's attitude toward the welfare of the blind.

In this issue we give a survey of state legislation relating to the blind, passed this year in forty-four state legislatures. In the majority of states the legislative bodies convene in odd years. As has been the case in other legislative years, certain trends in work for the blind have been manifested or have resulted in requisite action by the legislatures. We believe that the action taken in some states may serve as an example and encouragement to workers in other states where work for the blind is in need of such official stimulus, and that those states will respond.

A PSYCHOLOGICAL VIEW IN The Education of the Young Blind Child IN A RESIDENTIAL SCHOOL

Ina Kurzhals

IN THE BEGINNING of this discussion, I wish to emphasize the importance of the teacher's doing the widest possible professional reading in order to obtain an adequate understanding of the psychological aspects of the blind child.

Dr. Cutsforth* says: "During the busy waking hours, while the seeing infant is visually inspecting and becoming acquainted with the objective world by watching the movement of forms about him the blind child is aware of nothing, objectively, outside the arcs described by his unsteady hands and feet. He rapidly learns to recognize voices and personal contacts, but the voices come out of nothingness and return to nothingness when they cease. While the normal child's life develops to include an ever-widening range of objective stimulation, the blind child must find his own stimulation within bodily reach. From this time on he constitutes the greater part of his own environment. He finds himself the stimulation to and motivation to action that the seeing child finds in the visually objective environment."

Dr. Lowenfeld† says: "There are

* Thomas D. Cutsforth, Ph.D., *The Blind in School and Society*.

† Berthold Lowenfeld, Ph.D., Superintendent, California School for the Blind.

three basic limitations which blindness imposes on the individual:

1. In the range and variety of experience.
2. In the ability to get about.
3. In the control of the environment and the self in relation to it."

These restrictions affect the blind individual interactingly and in different ways and degrees. Only a thorough understanding of them can lead to the development of special methods in the education of blind children.

Limitations in Experience

Totally blind individuals or those who have lost their sight early in life must build up their conception of the world by the use of the remaining senses. In doing this they rely almost exclusively upon tactual and auditory perceptions, and kinesthetic experiences. Hearing which gives certain clues in regard to distance and direction, does not convey any concrete ideas of objects as such.

If the sense of touch would serve people as well as the sense of sight, blind people would not be at any particular disadvantage, but tactual experiences have distinct limitations caused by the fact that tactual perception re-

quires direct contact with the object to be observed.

It follows that certain objects cannot be observed at all because they are inaccessible for direct contact, as for instance the sun, the moon, and the clouds. Other objects are so large that they cannot be observed tactually in toto, such as mountains, rivers, or large buildings. Objects which are too small cannot be observed by touch with any degree of accuracy, as is the case with small animals such as flies or ants. Fragile or tender objects such as butterflies, spider webs, or soap bubbles, also cannot be tactually observed. Furthermore, objects in motion and live objects do not lend themselves well to touch observation, partly because they change their shape or position and partly because of the danger involved in any direct contact. Also, objects under certain conditions, as for instance, burning wood or coal, boiling water, or cooking food, cannot be touched.

Thus it will be understood that a great many experiences which are taken for granted with seeing children are either impossible or much more difficult for blind children.

Limitations in Mobility

The restriction in the ability to get about is regarded by many as the most severe single effect of blindness. The totally blind person is indeed greatly handicapped in his mobility and at best must reconcile himself to a considerable deceleration of his movements. Even a small amount of sight, skillfully used, makes a marked difference in the individual's ability to guide himself through familiar and unfamiliar territory.

The restricted ability to get about by oneself implies a two-fold handicap. It limits the blind person in his mobility so that he cannot change his surround-

ings and secure opportunities for observation and activity as seeing persons do normally. It also makes him dependent upon the assistance of others and thereby affects his social relationships and attitudes. Thus blind individuals, besides being limited in the perceptual field, are from infancy onward restricted in their ability to expose themselves to experiences.

Restriction in the Control of Environment and Self in Relation to It

This restriction, although less obvious, profoundly affects the development of blind children and makes itself strongly felt in the everyday activities of each blind person.

From infancy onward the blind individual cannot acquire behavior patterns on the basis of visual imitation. This factor plays an important role in the child's development, particularly in regard to posture, learning to walk, to talk, to play, to learn expressive movements and to perform the great variety of other actions which are generally learned by imitation. Many of the daily activities which the child must learn assume different proportions when they are controlled by sight. For example, eating a meal is not only a greater strain for a blind person if it must be done according to accepted standards, but it also takes much longer. Such actions as getting properly dressed, using transportation facilities, shopping in a store, are considerably more complicated when learned and performed without sight. Therefore, some retardation in the blind child's rate of development as compared with that of seeing children can be expected.

The inability of blind persons to control their environment by sight has still another effect. They are frequently disturbed by the fear of being observed

by others. This fear of being watched is already present in children and the question arises as to how they understand what it means to be watched. They learn at an early age by experience that people around them can tell what they are doing without having direct bodily contact with them. For example the young blind child who hears his mother say from a distance that he should not do one thing or another, notices early that something is being done to him which he can not do to others—that he is being watched. This experience is often one of the first to make blind children conscious of being different and may occur long before they are able to verbalize their condition by knowing or saying that they are “blind.”

With this view of the psychological picture of blindness, it isn't difficult to explain why many of these children may seem to be immature, why they may be extremely sensitive and easily upset, and why they may appear as children showing strain and nervous behavior familiar to those who have taught many blind children.

It is, then, with this information in mind that one should attempt to build an integrated program which will help these children become interesting, vital, well-adjusted personalities.

There are three ways in which one can hope to accomplish this goal: First, through the environment in which children are placed. Second, through the methods employed in teaching the children. Third, through a development of the teacher's own personality in working with the children.

There has been little scientific research helpful in the above areas. Consequently, this information must be drawn where possible from actual experiences with primary children, sighted or blind, from courses and reading done

in the general field of education and in the education of the blind.

We know from our study of child psychology that the environment in which the child finds himself is of utmost importance. Likewise for the blind or partially-sighted the value of the environment cannot be over-emphasized, since, as was stated earlier in this paper, all the stimulation must be brought within the reach of these children.

The Physical School Surroundings and Equipment

I feel strongly that a child entering his school room should sense a feeling of security and belonging. There should be so many centers of interest at various levels of development, that he feels a strong desire to be in the room. There should be so many examples of his progress that he is proud to show the room to others. He should feel so much at home in this setting that he can respond freely.

In the brief time that I have spent in this work, I feel that this has partially been done.

The two rooms in which I work are light and cheerful. Frilly curtains are at the windows. The children's tables are green, covered with yellow oilcloth. The chairs are painted yellow, green, red, pink and blue. Plants in small animal containers are placed throughout the rooms. In the activity room there is a long, low bookcase in which there are manipulative toys, which the children can easily find and use. Such toys consist of boxes of many kinds and sizes of blocks, baskets of different shaped beads, plates of graduated size and bright colors which fit into each other, peg boards for pounding pegs in holes, small rubber cars of many colors, long pegs with graduated rings.

To this array, I hope to add rubber toys, plastic toys, kitchen toys, large

building blocks for constructing houses, bridges, etc. This collection is to help the children become familiar with materials, shapes, weights, give them experiences in creative play; and keep them gainfully employed. In the same room there is a small piano. Next to the piano is an old xylophone resurrected from the storage room. A large drum made from a nail keg is near the xylophone. There is one big box which contains a collection of rhythm instruments. Then, of course, there are stick horses, balls, jumping ropes, bean bags, and skates. In the near future I hope to have a sand box and materials to build a play house.

In the work room there is a science cupboard in which the children can put anything they find on the campus or bring from home. At present there is a bowl of sprouting crocuses, a box with magnet and experimental material, shells, walnuts, chestnuts, an oak branch, acorns, a jar of milk weed seeds and a jar of cattail seeds.

There are containers of various sizes and descriptions. Through experimenting the children have learned that two pints equal one quart, etc. There is a toy clock with hands that move. There are colored books, pictures, and charts for the children to examine on the floor or at the tables. The pet pen is large enough to house an animal for several weeks. Near the science corner is the "news board." All the important class news is written on manila paper with a "flo-master" pen for the children who can read large print. To keep abreast with what the boys and girls all over the country are reading, I present the *Weekly Reader* once a week. Just beyond the "news board" are two low cupboards containing materials to aid them in academic work. These materials include clay, puzzles, chenille craft, dominoes, pencils, scissors, paste, big number

cards, several boxes of letters, and a box filled with many pieces of colored paper, string, cloth, etc.

Then there is a library corner where there are shelves for books the children have made, stories they have written, a selection of books from which they can choose the stories they are interested in. In the library are two low easels on which are placed charts and pictures of the particular unit being studied. On one side of the room the children have their shelves and are responsible for their own magnifying glasses, readers, heavy lead pencils, erasers, and any personal belongings which they desire to keep. There is one large blackboard but because it is too high for the children, information concerning each child is placed on it. There is an easel covered with oil cloth for painting; however, most of the children prefer to paint at tables. In addition to the four low movable easels, there are several large bulletin boards where every child can place his work.

Then, of course, there is a bookcase for teaching materials, and a store room directly off the work room.

Outdoors, children have access to swings, slides, teeters, ladder, chinning rod, jungle gym, rings and sand box.

As I study and become more familiar with the work, I hope to experiment with new materials which will give these children greater experiences, and more security in their environment.

Of course, the perfect environmental setting would remain nil, if the person in this environment failed to employ methods for the best growth and interest of each individual child.

Importance of Methods

"Learning" in any field is a slow process. True, some children seem to grasp all phases of work quickly, but, too often teachers misjudge their work.

They are prone to feel that they have taught well, only to find that many wrong impressions are formed due to the rapidity with which they teach and the habit of taking for granted the child's background. I try to keep in mind always the value of building correct concepts through approaching what is being taught slowly, carefully, and accurately. I try to speak clearly, and on the child's level, teaching from the familiar to the unfamiliar.

These children feel the strain of concentrated work. I include in my program much music and choral speech work to lessen tension. For example, when they are getting ready to leave the room, I sing to them. While we are waiting for everyone to get ready we say poems together. When it is time to rest, I play the piano. Soon, they too are humming while they work. No activity is carried on for long periods of time.

I am very conscious of a well lighted room for the partially sighted. I watch for smudgy glasses. Pencils are sharp. Cream colored manila paper is used throughout. More braille material with sharp dots is being purchased and used. Slates and styluses are watched.

These children are allowed to move around the room freely working at whatever they wish during the free time. As they continue to develop, I work for a realization that their choice of activity should help them gain facility in something they need.

I try to help them realize that there are many ways to learn. For example, listening to others, experimenting, become familiar through touch, taking excursions and reading.

While there is much drill in my program, there is no drill for the sake of drill. The partially sighted learn to print, so they can write letters home. They learn to spell so they are not de-

pendent on others in their writing. They learn to speak plainly and correctly because they are frequently presented to visitors, etc.

I believe in all children achieving success. I place all the children's work in large folders so the parents can see day to day progress. This is not only valuable for the children, but plays a part in the parents' attitude toward their children.

And finally it is very important that the children leave the classroom happy and with a feeling of anticipation toward the next day.

Personal Growth of the Teacher

The third phase of this paper is a bit difficult to develop, since what one feels is happening to his personality may be quite different from what is actually happening. However, I am sure that what success I have in this new field will be quite dependent on the feeling the children have toward me. Therefore, I want to point out briefly what I think a teacher's personality should be to work with these children, and then perhaps by focusing my thinking, I can become, in part, what I desire.

I have just finished reading an article entitled "Understanding With the Heart" written by A. L. Freundlick, in which he says:

"Learning to know the complete child infers not only observing him in all his activities but implies the use of more human qualities of love, and understanding. You cannot understand the child on the basis of behavior charts alone."

Later in the article he says: "It is amazing what human interest and kindness rather than a cold pseudo-scientific approach on the part of some parent or teacher can do."

I cannot conceive of a teacher work-

ing successfully with children who hasn't a depth of love and understanding for them.

I like to think that always I will respect them as important personalities, and never will I forget to be gracious to them. That there will always be time to listen, to help, to encourage them. That there will never be any pseudo-affection, but always a sincere friendliness for them. I hope that they never get the idea that I am infallible or that I am one who knows all the answers, but rather that I am aware of

the mistakes I make, and am always ready to look for the answers. I hope that they realize that I have many of the same feelings they have, and that I, too, am meeting problems. I hope that they have sincere confidence in me, and because of respect, trust my judgment. I hope that I can always speak calmly and quietly, and never portray any feeling of astonishment or disgust at any behavior. And finally, may there never be any feeling of pity, but always one of hope for their ability to achieve a happy, worthwhile life.

A.A.W.B. COMMITTEE ON ETHICS ANNOUNCES PLANS

THE AMERICAN ASSOCIATION OF Workers for the Blind Committee on Ethics, which was elected during the convention held in Washington last July, has held meetings for the purpose of developing a procedure to be followed for granting of the AAWB Seal of Good Practices to those agencies for the blind which are prepared to operate in accordance with the Code of Ethics as adopted by the Convention.

An appropriate form of application for the Seal is now being prepared and should be available by the time this note comes to the attention of readers.

Any agency for the blind which desires to receive the AAWB Seal of Good

Practice is invited to write for an application form to Alfred Allen, Secretary-General, American Association of Workers for the Blind, 15 West 16th Street, New York 11, N. Y. When completed in duplicate the application form and the supporting data required should be returned to Mr. Allen so that the committee may then review all the material submitted in support of the application.

The members of the Committee on Ethics include Dr. Francis J. Cummings, Chairman, Miss M. Roberta Townsend, Miss Marjorie S. Hooper, Mr. Stetson K. Ryan, and Mr. Alfred Severson.



NEW HOME OF NEW YORK LIBRARY FOR THE BLIND

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***The New York Library for the Blind
Circulates 10,000 Books a Month***

RAYMOND A. HARRIS

FROM A MODEST BEGINNING of sixty volumes in braille, in search of a home, the Library for the Blind, the New York Public Library, has grown, over the years, into one of the largest distribution centers in the world of braille books, music in braille, Talking Books, and other recorded books. The growth of this library demonstrated what can be done when men and women of good will band together with an idea, a purpose, and a belief in the value of their work.

The impetus for such a library came from a blind man, Mr. Richard Randall Ferry. Many years ago, in 1894, he wrote to the New York Herald and asked, "Is it not a shame that in New

York City, one of the largest cities in the world, there is no free circulating library for the blind?" Money and books were donated by private individuals, and a library for the blind was on its way. It opened in one room, rent free, in 1895, in the parish house of Saint Agnes Chapel, on West 91st Street. In 1903, it was incorporated into the New York Public Library.

As the years rolled by the Library for the Blind expanded in size and popularity. It outgrew its quarters and was forced to move several times. It was shifted to the basement of the Saint Agnes Branch on Amsterdam Avenue, and later to the main library building on Fifth Avenue and 42nd Street; and

then to larger quarters in a loft building on West 25th Street.

As the number of readers increased and as the collection of books grew, it became obvious that this latter place would not be adequate. In addition, West 25th Street is the heart of the sewing machine district and also houses a substantial part of the garment industry. A person, sighted or sightless, needed the agility of a college halfback to zigzag his way through the maze of sewing machines, garment trolleys and skids that dotted the sidewalk. So in 1953, the year in which the Library for the Blind celebrated its fiftieth anniversary as a branch of the New York Public Library, New York City constructed a building which cost almost half a million dollars.

This splendid new building stands on the north-east corner of the Avenue of the Americas at Spring Street. It is a fine location and the transportation facilities are excellent. A subway is underneath the building and there is an underpass which makes it unnecessary to cross a busy thoroughfare. A bus stops on the corner and additional subways are a few blocks to the east and west.

The new Library for the Blind is a two-story red brick building. It has many advantages which make the work flow more smoothly. A pleasant, cheerful building, it is well-lighted and much roomier than the crowded quarters on West 25th Street. The furniture is decorative and functional. A big concrete loading platform in the rear of the building is a definite asset in shipping and receiving material, as almost 10,000 books are circulated each month. A heavy freight elevator carries the books up to the second floor or down to the basement. There are 15,000 square feet of floor space which provide space for tables and chairs for readers to sit and read braille or listen to Talking Books.

If readers wish they may go downstairs and select their own braille books.

Most of the braille books have the title and author in braille on the outside cover. Nearly two and one half miles of special steel shelves house the collection of 36,000 braille books, 25,000 Talking Books, 12,000 pieces of braille music and 3,000 Soundsciber records.

Like all the other branches of the New York Public Library, the services are free. Government funds, administered by the Library of Congress, pay for the embossed books and the Talking Books. The New York Public Library pays the salaries of the staff and maintains the building. The library serves New York City, Long Island, Connecticut, Panama, Puerto Rico, and the Virgin Islands. Books not obtainable locally are shipped upon request to any section of the country. These are hand-copied braille books, Soundsciber books, and our collection of braille music, built up through gifts of generous donors.

The library owes a large debt of gratitude to the volunteers who diligently and faithfully transcribe many books into braille by hand, and also to the volunteers who read books into Soundsciber machines. The vast majority of Soundsciber records are handled through the National Committee for Recording for the Blind, 36 West 44th Street. This Committee honors requests from college students in any section of the United States.

Now that the new building has become a reality, the future looks bright. Our service should be faster and steadier. Like other libraries, our book collection will increase and cover more titles and a wider variety of subjects. The Soundsciber records, a field in which the New York Public Library was a pioneer, have proved their popu-

larity and usefulness for college students. This collection is steadily growing, and the titles in constant demand are being duplicated. The change in the Pratt-Smoot Bill to include children and teenagers, opens up a whole new area of service which can now be explored. Plans for this are still in the formative stage. We are thinking of giving book talks to the high school groups,

and having a story hour for the elementary school children.

The real test of this library is its value and usefulness to the people that it serves. We welcome suggestions and criticism, and we are receptive to any ideas which would improve our service to the blind. A cordial invitation is extended to all, sightless and sighted, to visit our new quarters.

AFB DEPARTMENT OF PUBLIC EDUCATION ANNOUNCES NEW SERVICES

The American Foundation for the Blind, Department of Public Education, announces the following services now available to any organization, service club or radio station interested in working for the blind.

- (1) A complete kit for Service Clubs containing suggestions on how to conduct a program on blindness at a luncheon or dinner meeting. Free upon request.
- (2) A complete Radio and T.V. kit containing more than 150 radio and T.V. spots of various time lengths

tailored to fit all types of radio and T.V. needs, from station breaks to 15 minute interviews. Also free upon request.

- (3) Also available for your radio station: 13 radio tapes, TORCHBEARERS, portraying the fascinating lives of 13 blind leaders in history. The series provides time at opening and close for the local agency to put its own name and address. Loaned free upon request.
- (4) Watch for announcement of 13 films for T.V. and group showing.

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CURRENT LITERATURE

Report of the Proceedings and Addresses of the Fiftieth Annual Meeting, Atlantic City, New Jersey, April 7-10, 1953. Washington, National Catholic Educational Association, 1953. In this annual report of the National Catholic Education Association, a section, pages 373-436, is called "Catholic Blind Education," although several of the papers do not concern parochial education.

First is a detailed report, by William T. Johnson, Director of Recreation and Public Relations, Catholic Guild for the Blind, Diocese of Brooklyn, New York, of a survey made in the summer of 1952, of "Catholic Work for the Blind in the United States." This is followed by ten articles on various phases of blindness and education. The first paper, by Miss Ellamay Horan, Ph.D., Chicago, Illinois, is entitled "Some Trends in the Teaching of Religion in Catholic Elementary Schools," and in it she makes observations on certain principles, content and procedures, important in the teaching of religion, which have been a challenge, the last twenty-five years, to critics of the Catholic schools. "Educating the Blind Child for Parish Participation," by William F. Lynch, Executive Secretary, Catholic Guild for the Blind, Archdiocese of Chicago, Ill., stresses the normal, active sharing of religious experience by the blind.

In the third paper, "Trends in the Education of the Blind," Francis M. Andrews, Superintendent of The Maryland School for the Blind, discusses what is being done for the average blind child in the residential schools, and the changes in concepts which have occurred in the course of the years. Fran-

cis J. Cummings, Ph.D., Executive Secretary of the Delaware Commission for the Blind, spoke on "The Administration of Collateral Services," emphasizing the importance of the well-rounded education of blind youngsters in preparation for their entrance as adults into society.

"Catholic Blind Child in Public School" is the subject of the fifth article, by Rev. Thomas J. Rilley, Director, Catholic Guild for the Blind, Archdiocese of Philadelphia, who gives credit to the work of the public school in helping the blind child, but emphasizes the need for the church to take the responsibility for his religious training. Sister M. Pashchalita, S.S.J., Instructor for Teachers for the Visually Handicapped, Catholic University, Washington, D.C., discusses "Special Education and the American Catholic School System,"* pointing out the newness of this development in Catholic education, and the need for basic indoctrination of teachers of handicapped children. Sister M. Justina, S.C., De Paul Institute, Pittsburgh, Pennsylvania, in her paper entitled "The Deaf-Blind Child—What are the Needs and the Resources in the Field of Catholic Education?" reports on a questionnaire sent out in an attempt to find out the present numbers of Catholic deaf-blind children and the conditions under which they are receiving Catholic religious instruction. She also included a report from the American Foundation for the Blind on deaf-blind children in the United States.

The eighth paper, "Impaired Vision and Its Inheritance," by Marshall N. Parkes, M.D., ophthalmologist, Washington, D.C., representing the National Society for the Prevention of Blindness, is a physiological discussion of the vari-

* Printed in the May, 1953 New Outlook for the Blind.

ous disorders of vision and the conditions which directly impair vision. Rev. Joseph A. M. Quigley, Professor of Moral Theology, St. Charles Borromeo Seminary, Overbrook, Pennsylvania, discusses "What is the Moral Obligation of the Student Who May Transmit to his Children a Hereditary Eye Disease?" He also presented the Catholic viewpoint regarding the subject of corneal transplantation. The last paper of the group, presented by Miss Kathern F. Gruber, of the American Foundation for the Blind, is entitled "Retrolental Fibroplasia—a Source of New Economic and Cultural Trends in the Field of Education of the Blind." She enumerates factors which indicate that there are definite important trends in the education of the blind, and then goes on to discuss these trends and their significance.

— ■ —
"Role of Oxygen in the Genesis of Retrolental Fibroplasia," by Norman Ashton, Basil Ward and Geoffrey Serpell, *British Journal of Ophthalmology*, September 1953. The authors describe laboratory experiments on young kittens, conducted to investigate the influence of varying concentrations of oxygen upon the immature retina. Material and methods are described, and two typical experiments. The conclusions are drawn that there is a profound influence of oxygen on the process of retinal vascularization, and that this study may assist in narrowing the field of inquiry.

— ■ —
"Blind Children and Their Rehabilitation," by K. N. K. Jussawala, *Indian*

Journal of Social Work, March, 1953. Written by the principal of the Victoria Memorial School for the Blind, Bombay, this article draws attention to the fact that very little provision exists in India for the education and training of her two million blind.

— ■ —
"Blind Farmers Can Be Successful Farmers," *Minnesota Welfare*, August 1953. Two blind farmers in southern Minnesota are described as examples of the successful training and assistance given by services for the blind of the Minnesota Department of Public Welfare.

— ■ —
"The Unseen Target," by Thomas William Taylor, *Journal of the American Association for Health—Physical Education—Recreation*, June, 1953. The author relates his experiment in teaching archery to a sixteen-year-old boy at the Ohio State School for the Blind.

— ■ —
Modern Methods of Rehabilitation of Adult Disabled. Report of a Group-Training Course organized by the United Nations with the co-operation of the World Health Organization and the International Labour Organization. Held in Sweden, Finland, and Denmark, Sept. 8, November 7, 1952. Switzerland, United Nations, 1952. This report contains a summary of a lecture on "The Rehabilitation of the Blind," by Mr. Eero Hakkinen, Headmaster of the Blind School, Kuopio. Mr. Hakkinen discusses blindness in Finland and the education and vocational training of the blind child and young adult.

BOOK REVIEWS

[Editorial note: In recent years the needs of the preschool blind child have been a matter of increasingly deep concern to the field of work with the blind. The requests for literature on the subject are numerous. We believe an evaluation of two new booklets in the area will be of value.]

The Preschool Child Who is Blind. Publisher: U.S. Department of Health, Education and Welfare, Social Security Administration, Children's Bureau Folder No. 39-1953. Washington, D.C., 1953. 22pp. Price 10¢. Reviewed by Madeline Shipsey.*

It is gratifying that the Children's Bureau, which has contributed so much to the welfare of the nation's children, is now offering help to the parents of preschool blind children, in the form of a pamphlet, *The Preschool Child Who is Blind*.

The pamphlet discusses in a warm, simple way basic needs, social and emotional problems of preschool blind children, and gives suggestions for handling some of the problems. It departs from the traditional emphasis on training for these children by indicating that more essential elements in their adequate life adjustment are warm, family relationships, home environment, the constant stimulation of experience with sighted persons in a sighted world. In effect, the preschool blind child can be helped by the same means as the seeing child.

The pamphlet does tend to minimize the magnitude of the problem facing parents in its effort to reassure. Its size has permitted only a limited discussion

of the developmental problems which deeply trouble parents. Suggestions such as offering new experiences when the child is "ready" for it are not clear enough to enable parents to act upon it with security. This all suggests that the real value of this pamphlet is as an introduction to the needs of the preschool blind child. It should be followed by literature on the particular problems of preschool blind children.

Understanding Your Blind Child. Publisher: New York Association for the Blind, 1953. 20pp. Price 35¢. Reviewed by Harriet E. Totman.**

Understanding Your Blind Child comes as a very timely aid to workers with and parents of the preschool blind child. It furnishes more detailed instructions and thus supplements the more eye-catching smaller pamphlets.

The authors have taken much of the best in child training for any child and have shown in each area what the plus-needs or adaptations, are for a blind child. This should make an excellent reference for parents of this age child.

For use as a manual outside of New York, it might be wiser to omit the final pages regarding the Lighthouse Nursery School. In fact, it seems rather inconsistent with the philosophy so well described throughout the rest of the text—that of the child's living as one of the seeing community—to emphasize to parents of *all* blind children a specialized nursery school for the blind.

It is important that the reader should not overlook the foreword by Dr. Maxfield, so well qualified to speak here. She gives probably the most important factors in successful training and understanding of blind preschool children.

* Madeline Shipsey is the Case Work Supervisor of the Massachusetts Eye and Ear Infirmary in Boston.

** Harriet E. Totman is a visiting teacher in charge of braille classes in Cleveland, Ohio.

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IN THIS ISSUE

RAYMOND A. HARRIS BECAME Librarian at the New York Library for the Blind recently with the change to its new location. He is a graduate of Darrow School and of Dartmouth College (B.A.) and Pratt Library School (B.L.S.) He joined the staff of the New York Public Library at the close of World War II after service in the infantry in Europe.

CHARLOTTE MOORE, mother of Jean, is an active member of the Parent's Association which has contributed so much to the work of the Delaware Commission for the Blind in dealing with the increasing problems in that state arising out of the high incidence of retrolental fibroplasia. Jean is enrolled in Delaware's Nursery for Blind Children.

AS CONSULTANT IN SERVICES for the Deaf-Blind of the American Foundation for the Blind, Annette B. Dinsmore works through state and local agencies throughout the country interpreting the needs of deaf-blind people. She has an excellent background for this work, having been trained at Clarke School for the Deaf and then teaching in the Florida and New Jersey Schools for the Deaf. After losing her sight she took up social service and worked in Philadelphia for a number of years before going to Harrisburg as supervisor of home teaching with the Pennsylvania State Council for the Blind. She has been with the American Foundation for the Blind since 1948.

MRS. INA KURZHALS, OF OGDEN, Utah, holds a bachelor's degree from the Colorado State College of Education, and has done about 50 hours of graduate work, mostly in Psychology at Utah State Agriculture College, in Logan. After 15 years' experience as a

teacher in the public schools, half of that time in the primary department, Mrs. Kurzhals became a teacher at the Utah School for the Blind, where she has completed two years.

HELGA LENDE, LIBRARIAN at the American Foundation for the Blind, has written an informative survey of new and amended state laws affecting the welfare of blind people.

CLASSIFIED CORNER

POSITIONS AVAILABLE IN KANSAS with state agency offering services in area of prevention of blindness, restoration of sight, and rehabilitation of the blind: *Field Representative* for the state program for the blind. One year of graduate training and four years of professional social work experience or two years of graduate training and three years experience. Responsible for program within a geographical district and supervises local departments of welfare in administration of service program. Limited direct client contacts. Must own and drive a car. *Home Teachers to work in* western part of state. Experience and training preferred. Write State Department of Social Welfare of Kansas, 801 Harrison Street, Topeka, Kan., attention Mr. Harry E. Hayes, Director, Services for the Blind.

COLLEGE TEACHER (BLIND) seeks position as teacher in a blind institution or as an administrator in an agency for the blind. Was founder of an adult blind organization and served as its director for five years. Received masters degree from Teachers College, Columbia University, majoring in the education of the physically handicapped. Has taught courses in blind education on the college level for eight years, has traveled widely among schools and agencies for the blind, and has written extensively on various problems of the blind in many journals and papers. Prepared for immediate engagement. Apply New Outlook for the Blind, Box 1-C.

A MEASURE OF **Personality Change** *THROUGH ADJUSTMENT TRAINING*

MARY K. BAUMAN

FOR A NUMBER OF YEARS CLIENTS of the Pennsylvania State Council for the Blind have been offered adjustment training. This program was designed to cover 12 weeks during which the client lived at the center, received training in travel, solution of problems of daily living, crafts, braille, typing, and in the case of men, pre-vocational shop experience. A part of the program was psychological evaluation at the beginning and at the close of training. The goal of the first contact was to provide the staff of the adjustment training center with information to enable them to offer the best possible service to each client; the goal of the final evaluation was to give a complete picture to the counselors who would carry on in the client's home locality, a picture of the client as he had changed during training.

It is reasonable to assume that a personality inventory would furnish valuable information in both areas. The Emotional Factors Inventory was therefore administered both at the beginning and at the close of adjustment training. This inventory is a series of

185 statements usually presented on a tape recording. The subject is asked to indicate with which of these statements he agrees. The items include some of the familiar material which has already been fairly well established as indicative of certain personality characteristics in the general population and material especially designed to indicate problems arising from blindness. Scores are obtained in seven diagnostic categories; there is also a series of validation questions which give some indication of the frankness and understanding with which the client has responded.

Seven Diagnostic Categories

A short description of each of the diagnostic categories follows with the reliability coefficient of each by the split-halves method corrected by the Spearman-Brown formula:

Sensitivity: This scale is designed to show what might be described as general instability, a tendency to worry, be fearful, easily upset, to brood over troubles, to cry easily, become excited easily, etc. Reliability is .911.

Somatic Symptoms: This is a very short scale consisting entirely of questions concerning health difficulties often associated with nervous tension, such as easy fatigue, headaches, stomach upsets, nightmares, etc. In part because there are so few items in the scale its reliability coefficient is relatively low, .733.

Social Competency: This includes items which show both the client's interest in social contacts and his feeling of security and self-confidence in facing other people, especially in groups, his willingness to play a leading part in a group, his ease in talking with others, etc. Reliability for this scale is .834.

Attitudes of Distrust or Paranoid Tendencies: This scale contains items designed to show the client's over-estimation of himself and his consequent suspicion of others when they do not accept him at his own evaluation, questions indicating a general lack of trust for other people, their good intentions, their sincerity, their honesty. Reliability is .875.

Feelings of Inadequacy: This is a scale partially related to physical handicaps although not necessarily to blindness. It includes items designed to show the individual's feeling of inability to solve his own problems, his feeling that he is not as good as or as capable as those around him, distrust of his own decisions, etc. Reliability is .851.

Depression: This scale may be regarded as a measure of morale, of the client's hopefulness for his future, his belief that something good can still happen to him as opposed to the feeling that life is scarcely worth living. Reliability is .837.

Attitudes re Blindness: This scale contains specifically items in which blindness is mentioned or problems obviously arising from loss of vision. It attempts to measure what the indi-

vidual feels about such things as running into something, asking the help of strangers to find his way, asking the advice of seeing persons about his dress, preference for the company of blind persons, acceptance of the daily problems of blindness. Reliability is .849.

Reliability of Scale

Although it is obvious that this scale, still in the experimental stages has some weaknesses, it also appears that comparison of results of testing at the beginning and at the close of adjustment training might throw some light upon what we are accomplishing through this training. We have therefore compared the results of 104 clients tested at the beginning and at the close of training. The interval between the two administrations of the test is usually about 11 weeks, although in a few cases the clients have been examined before going to the adjustment center and in these cases the time interval is slightly longer.

It is, of course, impossible to rule out other influences which may have played a part in changed attitudes in some clients but in general no other major factor of change is known to have entered the client's life between the two administrations of the test. It is therefore reasonable to suppose that trends shown in the change in test results from the first to the second administration are chiefly the result of adjustment training.

The following table shows the means and standard deviations for each scale on the two administrations of the test, the Roman numeral I indicating administration at the beginning of training, the Roman numeral II administration at the close of training. The significance of the differences is shown by T at the right of each pair.

<i>Scale</i>		<i>Mean</i>	<i>Sigma</i>	<i>T</i>
Sensitivity	I	16.71	7.38	2.88
	II	13.71	7.62	
Somatic Symptoms	I	5.82	3.42	1.79
	II	4.98	3.26	
Social Competency	I	14.46	5.76	3.77
	II	11.52	5.64	
Attitudes of Distrust	I	8.48	4.90	1.97
	II	7.22	4.36	
Feelings of Inadequacy	I	11.40	4.92	4.03
	II	8.64	5.01	
Depression	I	6.94	4.70	1.77
	II	5.88	4.32	
Attitudes re Blindness	I	11.52	5.37	3.92
	II	8.70	5.04	
Validation	I	4.94	2.75	1.38
	II	5.45	2.79	

Although the Validation scores indicate that the group tended to respond slightly less frankly on the second administration of the inventory, the difference is not significant and both Validation scores means are approximately average and entirely acceptable. This should mean that for the group as a whole the above pattern is a true representation of their feelings at the time of the two administrations of the inventory.

By definition, a T of 2.5 to 3.0 shows such difference between two means that it is unlikely that this difference is a matter of chance. A T over 3.0 is commonly regarded as clear indication of a difference not the result of chance.

It therefore seems justifiable to say that for the group here measured adjustment training significantly reduced the feeling of inadequacy, the inability to depend upon themselves. Adjustment training also clearly improved attitudes toward blindness and social

competency. It would also appear that in doing these things adjustment training has reduced the group's tendency to be sensitive, its tendency to worry, be fearful, or easily disturbed. However, the Sensitivity Scale probably measures a more deep-seated personality characteristic, which the individual would have had regardless of blindness; the intensity with which this characteristic appears might be increased by blindness but the attributes are less affected by adjustment training than are the qualities which are more directly the result of the visual handicap, such as insecurity in social contacts and inability to depend upon oneself.

All the diagnostic scores have moved in some degree toward better adjustment but in the remaining three categories the change cannot be regarded as significant. Of these, the only one which may be somewhat surprising is the fact that the group did not show significantly better morale, or less de-

pression. Although they have learned to depend more upon themselves, not to excuse all their difficulties as the inevitable result of blindness, and have learned to meet other people more comfortably, they are still not sure that the future holds success for them. Perhaps this is because by the end of the training period they have still functioned only in the relatively protected atmosphere of the training center; perhaps they are uncertain how well they will be able to maintain and use their gains in possibly less favorable home environments. Or perhaps, having attained the "adjustment" of believing that blindness is not an excuse for lack of performance, they have lost one of the crutches which previously enable some of them to live dependent lives without much feeling of concern.

Summary and Conclusions

Scores on the Emotional Factors Inventory administered at the beginning and at the close of 12 weeks of adjustment training were compared for 104 blind clients.

All diagnostic categories showed some tendency of the group to improve in adjustment.

Significant improvement was shown in the following areas: Feeling of Inadequacy, Attitudes re Blindness, Social Competency, and Sensitivity.

It seems reasonable to conclude that adjustment training, as it is organized in Pennsylvania, contributes somewhat toward better adjustment in all the areas measured by this inventory and that it causes significant improvement, measured in terms of the group, in the four areas just named.

Daisy Fiske Rogers

Daisy Fiske Rogers, 69, consultant and assistant secretary of the Lighthouse of the New York Association for the Blind, died on January 22.

Miss Rogers devoted her life to the blind of the Lighthouse. For 48 years she had an active part in every step of its growth and was personally responsible for many of its most unique and distinctive developments.

But far greater than the material evidences of her interest in the welfare of the blind were her unquenchable zeal and unwavering devotion for the well-being of every blind person she met. Thousands of blind persons knew her voice and felt the sincerity of her interest in them.

During her years as assistant

secretary Daisy Rogers was the liaison between the Board of Directors and the staff at the Lighthouse. In fact, if not in title, she was for many years the administrative head of the Lighthouse. Another side of Daisy Rogers has been her close relation to Mrs. J. Pierpont Morgan and Miss Anne Morgan whom she served as secretary from 1907 until the time of their deaths.

The Migel Medal for Outstanding Service to the Blind was conferred on her October 6, 1952. It was presented by Helen Keller. She was a member of a number of national and international organizations. In 1950 she was decorated by the French government with the *Medaille de la Reconnaissance Francaise*.

IN RETROSPECT

The Bussum Conference

EDWARD J. WATERHOUSE

IT IS NOW WELL OVER a year since the delegates to the International Conference of Educators of Blind Youth dispersed from Bussum on August 2, 1952. Several months ago, the Proceedings of the Conference were distributed, and have by now, no doubt, been received by delegates throughout the world. It is still far too early to evaluate what happened at the Conference, but not too early, I think, to record some impressions which, although admittedly very personal, may perhaps interest others.

For me the Bussum Conference did not end when we returned home. For some months thereafter, at frequent intervals, the voices of the delegates came booming down the corridor outside my office, from the room where the tape-recordings were being transcribed by my ediphonist. Frequently my attention would be aroused by hearing the familiar tones of friends from all parts of the world. They recaptured, instantly, the atmosphere which prevailed during that conference, and it seems fitting that the first impression which I should record is one of hospitality and friendliness. While hearing Dr. Waller-Zeper, as recorded, I was immediately reminded not only of his own hospitality, but of that of his wife, and efficient staff and associates.

The delegates had gathered, of course, with the intent of working together, and perhaps would have done so, effectively, under any conditions, but whatever success was achieved was undoubtedly enhanced by the excellent arrangements, and the fine pattern of kinship established by our friends in the Netherlands. I heard the booming, recorded voice of Major Anderson of Edinburgh reminding us that "the name of Holland is written from Hudson Bay to Van Diemens Land, and the fame of Holland is history." Very true, Major, and for most the name of Holland is friendliness and hospitality.

The procedure which was followed at Bussum, and which is explained in detail in the printed record, resulted from much planning during the previous months. Invitations had to be issued, national delegates selected, subjects chosen for discussion, speakers assigned to handle these subjects, others named to comment on the main papers, and an order of business had to be set up.

I do not feel competent to discuss the matter of national delegations. However these selections are made, there will be some who will feel that they have been overlooked, or that others should have been chosen. All I can say is that every delegate I had

the pleasure of meeting, seemed a worthy representative of his country.

However, I do feel competent to discuss some of the other matters mentioned above. May I say that, although I was privileged to play a very busy part during the Conference as secretary, I did not partake, except in very minor ways, in previous planning. Consequently, my remarks are quite impersonal.

There is obvious proof of the effectiveness of the Conference arrangements, in the resolutions unanimously adopted at the closing session. Time alone can evaluate these resolutions, but in my limited experience during the months since last summer, I have heard them praised more often than blamed. But neither these resolutions, nor any other resolutions, could have been presented without the excellent planning which had been done in advance. Whatever their quality, they covered a tremendous amount of material in considerable detail. Moreover, they did represent, as faithfully as possible, the recorded views of the delegates. Each of the discussion groups which met to consider the papers, submitted its comments and resolutions; and many hours were spent by the organizing committee in reducing these to coherent form. As a member of that committee, I well know the care with which this was carried out, and the desire of all members to see that minority viewpoints were not omitted.

I know that the committee felt well repaid when the resolutions were adopted with such a small amount of dissent, and with so few amendments. And yet, I am sure that most of us realize that this was partly due to the fact that the resolutions as such were not placed in the hands of the delegates in advance, so that they could prepare their thinking. It is on this

particular matter that I wish to make my most serious comments.

Suggestions For Next Conference

I think that at our next Conference of Educators of Blind Youth, which I hope will be held not later than 1957, we can improve this procedure.

I would like consideration to be given to the following ideas. I suggest that at the next conference we start off where the Bussum Conference ended. That is, instead of having a paper prepared in advance, on a certain subject, we have resolutions on that subject, already prepared and circulated, before the delegates meet. I would like to see a person appointed well in advance, to be the steering chairman of that resolution, who will be responsible for its preparation, and for guiding the discussion on it. Perhaps it would be desirable even to appoint a committee of delegates to handle each one of these resolutions during the conference, and to prepare its final form. It would seem necessary to have an over-all resolutions committee, whose responsibility it would be to see that various resolutions neither overlap nor conflict. I think that our experience at Bussum proved that it is too much for one committee to have to be responsible for the resolutions coming out of eleven different sessions, at the rate of two or three daily.

Also, I know that some of the delegates felt that it is not unanimous approval that is desired for resolutions. Reading the report of the Conference, it is impossible for us to tell which countries were entirely satisfied with a particular resolution, which countries felt that it was not the most helpful statement of purposes for their own

circumstances. While it would undoubtedly be ideal if we could word a resolution in such a way that every country would accept it without qualification, it is doubtful whether this is always possible, in view of the very different conditions prevailing throughout the world.

It would be desirable, I believe, when a resolution is adopted, if we would be able to record any qualifying statements which countries might feel would help them in their own particular programs.

Topics For Conference

Personally, I feel that the eleven subjects chosen for discussion were as good as one could wish for; however, I would hope that in the planning for

the next conference that a selection of subjects be distributed well in advance to the different national delegations for their consideration. Perhaps it might be possible to circulate a list of, say, twenty topics, and ask each country to vote for the ten most important of them. In this way, whatever guiding committee is established would have an indication of the relative importance of topics in different parts of the world.

This article is, of course, intended to stimulate thinking about our next conference. It would be my hope that at the next meeting of the World Council for the Welfare of the Blind, in Paris, in the summer of 1954, some definite planning for our second educator's conference may be made. It would not

**SCENE AT A SESSION OF THE INTERNATIONAL CONFERENCE OF EDUCATORS OF BLIND YOUTH
AT BUSSUM, HOLLAND, IN 1952**



seem to me that it would be too early at that time to appoint a program or steering committee. If this program committee is to receive directions at that time, the executive committee of the International Conference of the Educators of Blind Youth should be hearing from the national organizations in all parts of the world during the coming winter. The writer, of course, would welcome reactions to this article, but, if you prefer, you could send suggestions directly to the chairman, Mr. E. H. Getliff of Bristol, England, who has been kind enough to comment on these remarks before their publication.

Place of Meeting

An invitation to come to Perkins Institution for the next conference has already been extended. World conditions may well make acceptance of this invitation impossible, and, if so, we in America will feel regrets. However, wherever the conference is, we shall do all we can to further its success, while hoping that world conditions will in the not too distant future, make it possible for the conference to meet in the United States.

If the suggestions in this article are carried out, they will involve a great deal of secretarial work. Responsibility for the various resolutions can, of course, be divided up among a number of people, and yet in order to prepare

a co-ordinated program, it would seem desirable that a clearing house be set up so that the various resolutions chairmen could be acquainted with the thinking of their associates. There are, no doubt, a number of organizations in existence which could serve as such a clearing house, and undoubtedly Perkins would be willing to offer its assistance if required.

I have not spoken to, or corresponded with anyone who attended the Bussum Conference, who did not feel that it was a valuable experience. I count the privilege of being secretary as among the most important events of my professional life. Most of the hard work of preparing the report was done by the chairman, Dr. Farrell, but I was happy to give some assistance in supervising the transcribing of the records. I am sure that whoever has that responsibility for future conferences will welcome the appointment of Mr. John Jarvis to be interpreter. There were a number of occasions on which the voices giving the English text were not intelligible to our American ears. Several times, Mr. Jarvis' French translation gave us the necessary information. Indeed, I sometimes experienced this very same situation while in the conference hall in Bussum. As we start planning for the second conference which I hope we will do shortly, may we count on John Jarvis being on the platform so that we can know just exactly what is being said at all times.

OBJECTIVE TESTS AND TESTING OF BLIND CHILDREN

RACHEL F. RAWLS

IT CAN BE ASSUMED that most present day teachers are familiar with psychological tests in general and are aware of their value in educational work. Many teachers are using some types of objective tests regularly and understand their use and interpretation well. Most teachers realize that it is possible to misuse tests and misinterpret their results and, for this reason, certain cautions must be observed.

Although there were attempts at measurement of mental and motor functions of individuals before the time of Binet, most of our present tests and methods receive their impetus from the work he did in France. As new kinds of tests have been devised and new areas of objective testing have been developed, attempts have been made to adapt these to the blind. Dr. Samuel Hayes of Perkins has been the foremost leader in this field, and a number of our tests of various types we owe directly to his work.

At present we have available for our work a number of different kinds of tests: both individual and group intelligence tests, social maturity scales, measures of various aptitudes, interest scales, personality inventories, and a number of different achievement tests. All of these are necessary and useful in intelligent guidance of blind school children. Individual tests are, of course, more reliable and provide an opportunity

for the psychologist to observe the child's behavior during the testing period. Many of the tests do not require a psychologist to administer and interpret them, but some tests such as the individual intelligence tests should be administered only by someone trained in their use.

Intelligence Tests

One of the best group tests available in braille is the Kuhlmann-Anderson which is easy to administer and score. Others available are the Otis Classification Test and the Pintner General Ability Tests, Verbal Series. All of these are published by the American Printing House for the Blind.

Interim Hayes-Binet Intelligence Tests for the Blind

Dr. Hayes has adapted the Terman-Merrill Stanford Revision of the Binet for children from three years of age through the upper levels of the test so that it can be used to test blind children. This is the best standardized test for the blind and consequently the most reliable measure of intelligence among blind children. It shares with other Binet scales certain weaknesses when used with adults, but for children up to fifteen it is one of our most valuable tests.

Wechsler Intelligence Scale for Children

Since we frequently need more than one test we have found that the Wechsler Intelligence Scale for Children is an excellent alternative measure. We are, of course, restricted to use of the Verbal Scale. In correlating the Interim Hayes-Binet with the Wechsler Intelligence Scale for Children at the North Carolina School a high correlation was noted, although the sample was not sufficiently large to justify too great generalization from the results.

The Wechsler Scale is organized differently from the Binet Scales which are based on the idea that the average child of a given age will be able to answer a specific group of questions (this is referred to as an age scale). The Wechsler Scale consists of various subtests which measure different areas of intelligence (verbal tests include information, comprehension, arithmetic reasoning, digit span, comparison and vocabulary subtests). A weighted score is obtained for each subtest and the I.Q. is calculated from the sum of these weighted scores.

Wechsler Intelligence Scale for Adolescents and Adults

For our older students the Verbal Scale of the Wechsler Intelligence Scale for Adolescents and Adults constitutes our best measure of intelligence at present. There are two forms of this test which can be used, which provide a means of retesting when that is desirable. This test is similar to the form for children in general organization and content.

Social Maturity Test

Vineland Scale

(Maxfield-Fjeld Tentative Adaptation)

In working with children who are below school age, or who have been in

school only a short time, it is often impossible to administer an intelligence test. The Vineland Social Maturity Scale as adapted for blind children yields Social Ages and Social Quotients which are guides in dealing with these children. In the first few weeks of the child's school experience it provides for more accurate observation than the testing situation as a rule. The information needed can be secured from the parents or those who are working closest with the child in the school situation if it is a residential school.

In working with preschool children it is the best measure of the child's development, though all tests have weaknesses in this group since blind children are often inhibited from full development by over-solicitude or neglect on the part of parents.

For those who will teach the child in school it can be helpful to obtain scores on this scale before his school entrance so that accurate observation of progress may be made.

Aptitude Tests

Seashore Music Test:

This test is available in two forms—one for school children and one for adults and professional musicians. It consists of a series of records in which the subject judges pitch, loudness, rhythm, timbre or tone quality, time and tonal memory. Scores on each of these are assigned ranks from 1 to 10, or superior, excellent, average, below average, and poor. In giving the test to sighted persons a recording sheet is used, with spaces to record the strength or weakness, loudness or softness, similarity or difference, etc., of one tone or series of tones as compared with another. When using this test with the blind it is relatively easy to allow them to use a slate or pointer and use dots

1 and 6 to record their responses. Using this method it is quite simple to score the tests and assign ranks. This test is of great value in predicting success in piano-tuning as well as music courses.

Pennsylvania Bi-Manual Work Sample

The Pennsylvania Bi-Manual Work Sample, often referred to as the "Nuts and Bolts" test consists of two trays, one containing nuts, the other bolts with a board with holes between the trays. The nuts and bolts are assembled and placed in the holes. Dr. Bauman of Philadelphia has adapted both this test and the Minnesota Rate of Manipulation for use with blind subjects. This test is scored by timing the individual's performance. In testing blind persons, additional practice sessions are given for the subject and sighted norms are used. Some caution must be observed in interpreting the results. This test gives some indication as to whether the subject has a problem of space orientation which is affecting his score.

Minnesota Rate of Manipulation

This test consists of a long board containing discs which are to be manipulated in various ways and the person being tested is timed to determine the number of seconds needed to perform these manipulations. Here, too, additional practice is given to the blind persons and the same caution should be observed in interpreting scores.

These tests are all valuable in vocational guidance, since they help students assess their own capacities in trying to make a vocational choice. In addition in guiding the student within the school setup to make wisest use of his time and abilities, the tests have an important role. They can be of help to teachers of vocational courses in diagnosing individual difficulties and plan-

ning work in accordance with individual needs.

Personality Tests

Personality tests are many and varied. At present there seem to be no thoroughly standardized tests for use with blind children, although a great deal of research in this area has been and is being done. Several schools through use of discs and tape records have worked out individual methods of administering the Bernreuter Personality Inventory and the Bell Adjustment Inventory.* There is an unpublished braille edition of the Minnesota Multiphasic Personality Inventory, but this is a clinical test for use primarily in the psychological clinic. The Bernreuter and Bell are designed for older students and adults and have little value with younger pupils. The necessity of understanding the operation of tape and wire recorders in order to use the test limits their use to bigger boys and girls.

The California Tests of Personality have forms designed for very young school children, elementary children, high school pupils, and adults. The questions on the primary form are worded so that younger pupils can understand them and respond. In giving them to children the questions can be read and slates used to record responses. Under no circumstances should the questions be answered with "yes" or "no" or "Y" and "N" since other pupils could hear the answers of any individual. Two letters with the same number of dots such as "S" and "O" or "C" and "I" will bring out more honest answers to the rather intimate questions asked.

* "Some Notes on the Use of Two Personality Tests," by Geraldine Scholl, *New Outlook*, Dec. 1953.

Care must be taken when using any personality test to establish good rapport with the children in the group. If possible someone other than a regular teacher whom the children feel the necessity of pleasing should ask the questions. It should be made clear that the children are to give answers that show how they really feel, and that no answer is either right or wrong. At no time should anyone ever give the impression that any censure is attached to his responses on such a test.

Interest Tests

Kuder Preference Record

In vocational guidance it is useful to have some measure of each pupil's area of greatest interest. It then becomes possible to help each one investigate various vocational possibilities intelligently. The Kuder Preference Record has been edited and adapted for the blind. Certain questions have been reworded and dot sheets devised for the pupil to record his preferences. These are scored by stencils. Measurements can be obtained of the degree of interest a pupil exhibits in various occupational fields including mechanical, computational, scientific, persuasive, literary, musical, and social service.

Students in the upper grades of high school and older pupils who are sufficiently mature can be tested with the scale. Younger pupils are usually too immature for the test to have great significance. This is the only interest test adapted for the blind.

Achievement Tests

Several general and specific achievement tests are available for the blind. None of these, to my knowledge, has been adapted to pupils below the fourth grade level, however, because of certain

difficulties involved of a technical nature (pictures are included in primary tests which could not be reproduced in braille).

General Achievement Tests for Elementary Grades

Most teachers who have worked in the elementary grades with seeing pupils are familiar with the Stanford Achievement Tests and the Metropolitan Achievement Tests. A number of different forms of both of these are available in braille and will undoubtedly be put in braille grade 2 for those of us in schools using grade 2 exclusively.

The Metropolitan Tests have been more recently adapted for the blind and contain much less braille reading material than the Stanford Achievement Tests, and for this reason, have decided advantages. Slower readers are handicapped in all subjects when the Stanford Achievement Tests are used, and we get a measure of reading skill in history, geography, science, etc., rather than achievement in these subjects. With the Metropolitan, questions are read by the person administering the test and the pupils mark the answers printed in the test booklets. Dot sheets can also be used so that it is possible to test non-braille readers with all of the test except reading and arithmetic problems. The tests in the Metropolitan series are adapted for the blind and have norms for them, eliminating the use of norms of sighted children.

Reading Tests

The more useful reading tests in our work have been the Gates Reading Tests, three sections of which are printed in braille. The fourth section uses pictures so that it cannot be re-

produced. These tests are very useful in diagnosing reading problems and helping pupils overcome these problems. It is possible to determine whether a pupil's principal difficulty falls in the field of comprehension, speed, or accuracy.

After analysis of the pupil's individual problem the teacher and the librarian co-ordinate their work to give each pupil the individual guidance he needs.

High School Achievement Tests:

In high school we have the Myers-Ruch Achievement Tests adapted for the blind and administered in much the same way as the elementary tests. The Sones-Harry is also printed in braille but contains so much material of a level of difficulty beyond most high school students that its usefulness is limited.

Specific Tests:

Standardized tests are also available in English, mathematics, and social studies which may be used with high school students.

The Weekly Reader tests are very good to use with pupils in the lower grades. In general you should allow three times the seeing time allowance for these tests.

Place of the Psychological Tests

Over-all Guidance Program:

In working with our children in the classroom we need to know a great deal about each individual child in terms of his abilities and aptitudes to adapt our work to his needs. It is important to have some objective indications of what may be reasonably expected of each child. Tests are not the only method of finding out all the things we must know

about our boys and girls, but, taken in conjunction with other factors they are an invaluable added source of help.

The child who is doing poor class work may be falling down because of lack of ability, emotional stresses, poor reading skill, or a number of other factors and combinations of factors. If we find through testing that his intelligence is low normal or borderline we have at least one reason for his poor work. If, on the other hand, we find average or above average ability, we must use other tools to diagnose his particular difficulty. Through other tests and studies of the children, we have opened avenues for investigation of individual problems.

Tests cannot be the sole criteria as to the educability of our boys and girls but when the impressions of the teachers and housemothers are taken with test scores the best course of action can be determined.

Tests, always in conjunction with our other observations, are useful in helping determine the school program for each child so that it meets his individual requirements. It is important to see that the child who is potentially a college student meets the entrance requirements for college in the event he decides to go. It is necessary to see that the child with mechanical aptitudes exploits all that the school can offer him, etc. We cannot dictate a course of action but we can help individuals plan programs that provide maximum benefits in developing capacities and interests.

Tests can be used by vocational teachers in determining pupil abilities and diagnosing difficulties. They can be used to aid in deciding the feasibility of a course for a particular child. The Seashore Music Tests, tests of manual aptitudes, etc., are of great value here.

For a student trying to decide on an occupation his test scores can be used in guiding him to a proper choice. The adult agency will be glad of any help the school may be able to offer in planning for former students. It is necessary for the school and the adult agency working closely together, to guide the students nearing completion of their work to the best vocational choice and plan for training.

Within the school set-up achievement tests are useful both in working with groups and individuals. Areas of strength and weakness are investigated and the program planned to build a better over-all program. If it is found that a group is weak in one area and strong in another, a shift of emphasis may be indicated. The same would be true for individuals.

Achievement tests, where they can be used, may be helpful in placing pupils coming from public school at a level where they can work most satisfactorily.

Cautions

All teachers realize that certain cautions must be observed in giving tests and in interpreting results.

Tests given to pupils who have just entered school must be accepted with considerable reservation. Too many factors such as lack of experiences, adjustment difficulties, etc., tend to enter into the tests and depress scores. After a few months in school when adjustment problems in terms of the school situation have been met and possibly emotional stresses stemming from blindness have been somewhat alleviated we find more accurate results from intelligence tests, but changes in I.Q. continue to occur over a period of two or three years with some children. After this time there is usually little fluctuation in I.Q.'s, unless injury or some similar

condition causes some degeneration to occur.

When any test is given it is essential that directions be followed *exactly* and oral direction be read *verbatim* when so indicated in the manual. No help beyond that indicated in the directions is, of course, to be given.

Test scores, as a rule, should not be discussed with pupils at all. No scores should be used as a sign that teachers should not give maximum help to any child, and scores should not become a subject of campus gossip. The maturity and needs of the student will determine how far the guidance counselor will go in discussing specific scores on tests with pupils, but I.Q.'s as such should never be given students.

No praise or blame should ever be attached to a test situation or to test results.

Future Needs

Just as with all psychological testing, further research and development is needed.

Our tests are largely verbal in nature and we need additional material and tests of the performance types. In the Wechsler, all of the performance tests must be omitted, and yet this is an important area of general intelligence. Pupils lacking verbal facility are handicapped on our present tests.

Children with multiple handicaps are almost impossible to test accurately.

Projective tests are an area of personality testing largely restricted to the psychological clinic, but some work should be done to adapt some of the tests for the blind in a meaningful fashion.

Work is being done, but no test of Reading Readiness has been devised for the blind that is completed, and

this would be a very valuable tool in working with children.

Where to Obtain Tests:

Intelligence Tests:

1. Interim Hayes-Binet Intelligence Tests for the Blind Record Sheets, braille test material, and mimeographed directions are obtained from Dr. Samuel P. Hayes, Perkins Institution for the Blind, Watertown, Mass.

Terman and Merrill: Measuring Intelligence—from the Psychological Corporation, 522 Fifth Ave., New York, N.Y.

2. Wechsler-Bellevue Intelligence Scale for Adolescents and Adults, Form I and II. Test Record Sheets and Manuals—Psychological Corporation—address above.
3. Wechsler Intelligence Scale for Children. Tests and Manual—Psychological Corporation—same address as above.

4. Vineland Scale of Social Maturity; Doll, Vineland Social Maturity Scale, 1947.—Educational Test Bureau, 720 Washington Ave., S. E., Minneapolis, Minn. Maxfield-Fjeld: Tentative Adaptation of the Vineland Social Maturity Scale for Use with Visually Handicapped Preschool Children. (For information write Miss Katherine E. Maxfield, City College, New York, N.Y.)

5. Kuhlman-Anderson Intelligence Tests, Grades VI—XII—American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky.

6. Otis Classification Tests: Form A—Part II—same address as above.

7. Pintner General Ability Tests—Verbal Series—same address as above.

Aptitude Tests:

1. Seashore Measure of Musical Talent
 2. Minnesota Rate of Manipulation
 3. Pennsylvania Bi-Manual Work Sample
- All above tests can be procured at Psychological Corporation, 522 Fifth Ave., New York, N.Y.

Interest Tests:

1. Kuder Preference Record—All necessary materials available from Perkins Institution, Watertown, Mass.

Personality Tests:

1. Bernreuter Personality Inventory
2. Bell Adjustment Inventory—Psychological Corporation, 522 Fifth Ave., N.Y.
3. California Test of Personality—California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

Achievement Tests:

1. Stanford Achievement Tests—This and following tests all from American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Ky.
2. Metropolitan Achievement Tests.
3. Myer-Ruch High School Progress Tests.
4. Sone-Harry High School Achievement Tests.
5. Gates Basic Reading Tests.

Current Literature

✧ "Tactile Thought, with Special Reference to the Blind," by MacDonald Critchley, M.D., F.R.C.P., England, *Proceedings of the Royal Society of Medicine*, V. 46, January 1953. In his address, the president of the Royal Society of Medicine presents a number of observations upon what might be termed the neurological aspects of braille reading. He discusses the various techniques employed by braille readers, some using only one hand, some using both. He points out that only the one "reading" finger of each hand is "attending to" the nature and meaning of symbols, although the other fingers are actually in contact with the paper. Blind persons probably construct an "image of a visual image" and this probably explains why they commonly speak of "seeing" a page of braille, or a person, or place. Under the heading, "Haptic Sense," are mentioned the spatial difficulties of the blind, particularly in the cases of distance and vertical dimension.

✧ "The Blind Can Erase," by Don White, *The Balance Sheet*, V. XXXV, September 1953. Mr. White describes the methods used at Central Business College to teach blind students to type and how to use transcribing machines.

✧ *Measure of Social Competence*, by Edgar A. Doll, Educational Publishers, Inc., 1953. Sub-title: "A Manual for the Vineland Social Maturity Scale." The author divides his book into four parts: Part I—Philosophy of the Method; Part II—Construction of the Social Maturity Scale; Part III—Administration

of the Scale; Part IV—Standardization and Validation; Part V—Applications. In the index are about 25 pages of references under "Visual Handicaps." These discuss the adaptation of the Scale for the visually handicapped, case study, double-scoring, illustrative examination, item performance, etc.

✧ "Retrolental Fibroplasia and Related Ocular Diseases," by Thaddeus S. Szewczyk, *American Journal of Ophthalmology*, V. 36, October 1953. This article is an elaboration of the paper read before the Central Illinois Society of Ophthalmology and Otolaryngology, March 29, 1953. The author discusses the theory that oxygen may be the responsible factor in the causation of retrolental fibroplasia, and refers to a number of studies and reports made on the subject. He includes six proposals in connection with the terminology and classification, and presents a program for the prevention of this cause of blindness by proper attention to hypoxia and use of oxygen. This is the latest in a series of articles by Dr. Szewczyk on the use of oxygen in the treatment of retrolental fibroplasia.

✧ "The Amazing Eyes of Kuda Bux," by Roald Dahl, *Omnibook*, V. 162, October 1953. "The hard-to-believe story of an Indian fakir Kuda Bux, who by years of rigorous training has taught himself to read without using his eyes, completely mystifying the scientific world." It is the fakir's own explanation that he sees through the pores of his skin, and that he can see anything at all so long as a part of his naked skin is in view of the object. This article is reminiscent of the study of extra-retinal vision and the paroptic sense by Jules Romain in the 1920's and promulgated in his book *Eyeless Sight*, London, G. P. Putnam's Sons, 1924.

✧ “Auxiliary Mechanical Sound Sources for Obstacle Perception by Audition,” by Viktor Twersky, *Journal of the Acoustical Society of America*, V. 25, 1953. Several auditory devices for obstacle avoidance by the blind (“artificial bats”) are described. The results of preliminary field runs suggest that a newly-developed simple high-frequency whistle unit yields reasonably satisfactory obstacle avoidance performance. (I. Pollack in *Psychological Abstracts*, November 1953.)

a new **BRAILLE** *printing process*

THE ROYAL NATIONAL INSTITUTE of the Blind, London, has worked out a new method of producing braille where multiple copies are desired, such as in the printing of books and magazines. The development is the result of many years of research.

The purpose of this research, principally, was to find a method of printing braille that is cheaper than methods presently used. In the case of the National Institute of the Blind, which turns out almost the entire output of braille in the British Isles, the financial losses in present printing methods have been amounting to no less than \$115,000 per year, it is reported.

Experimental work over the past years has cost thousands of British pounds. Involved in this research, apart from the Institute itself, are a British printing firm, Chambon Ltd., and a Czechoslovak master printer who went

to Britain many years ago, Mr. J. Groag. The result of their collaboration is a new printing process known as Solid Dot Braille.

Plastic Ink Used

In this new process the main departure from current printing methods is in its use of a plastic ink which is applied to the printing paper to make braille dots, which are solid and smooth when dry.

The standard raised printing process today requires the embossing of metal plates on an embossing machine usually called a stereographing machine, for the first stage. The presses in this country variously use zinc, iron and brass in this stage.

In the new solid dot process the stereographer perforates (instead of embossing) a printed plate, presumably of plastic material, which when completed is mounted on a unit corresponding to the printing press. The mechanism forces a semifluid plastic ink through the perforations comprising the braille characters in the stencil sheet, onto the printing paper. This comes out as solid dots, and may be applied on both sides of the paper simultaneously. Immediately these dots are fused into the paper by an infrared drying process. (Samples exhibited in this country consist of braille dots that are black.)

Durability of Solid Dots

The resulting product consists in actuality of braille dots of a plastic material that are embossed solid on paper and welded to it, instead of raising the paper surface itself to form the braille dot in the standard process and leaving a concave area on the under side of each dot. It is obvious that a solid dot will not collapse as will a raised paper

dot; in fact, the plastic dot is practically indestructible, and in the samples seen in this country, it cannot be crushed, nor removed from the paper.

Other Advantages

It is pointed out that one advantage of this solid dot system is that it allows the use of very much thinner paper than that which is employed with current methods. By thus increasing the number of sheets per pound, total cost of paper is reduced.

The size of braille books is said to be reduced to as little as one half their present thickness, which would be a consideration in library shelving and in mailing and all other handling.

The printing unit in the new process can take up to 16 stencils so that eight double-sided pages can be produced at a time. About 12,000 to 15,000 pages an hour can be printed on the machine, the National Institute reports. This speed does not itself represent a saving of time, over the capacity of some presses now in use in the United States. In Britain it is expected that a considerable saving in production costs will lie in the achievement of greater speed of producing braille books there.

As originally announced, the experiments with the new system involved an intermediate stage, the use of which was expected to result in still greater

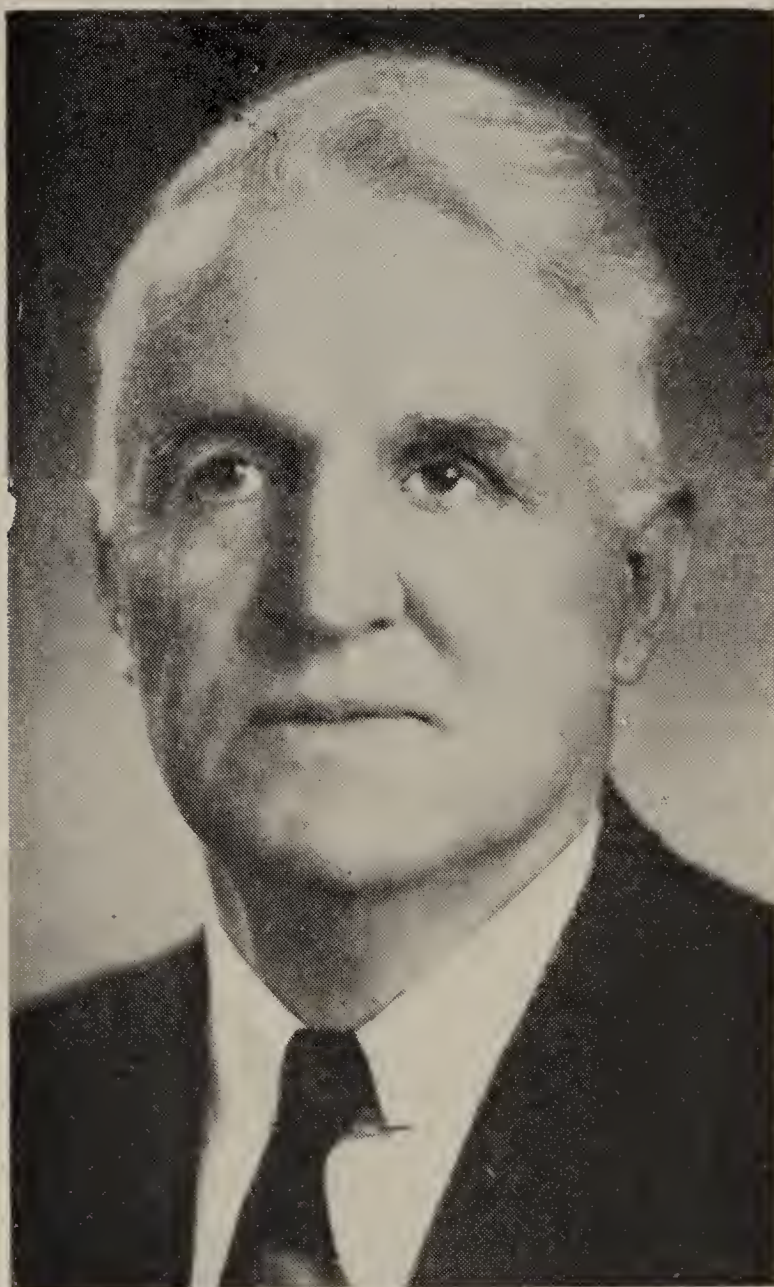
economy. In this stage, which according to recent information may be incorporated later for certain kinds of braille production, a paper master page of braille is automatically scanned and electronically transposed to the plastic perforated sheet described above. The greater economy here would lie in the producing of master pages on paper with an ordinary braille writer instead of on metal sheets with a stereotyping machine.

The prototype of the new equipment has been ready for nearly two years, but the National Institute has been carefully testing it, and experimenting with the process. As a final step, 4,500 specimen magazines were circulated to several thousand blind persons, institutions, and schools to test their reactions particularly as regards the size of the dots. Replies indicate that 80 per cent favor the new solid dot process as at present developed, and plans call for going into regular production of periodicals early this year.

Descriptions of the system available in this country would indicate that any of the tactile systems that have ever proved practicable could be printed by this new principle. That is, the differences in arrangements of dots (as in New York Point, for example) or indeed the use of lines instead of dots (as in Moon) would theoretically be an irrelevant consideration.

A TRIBUTE

Murray B. Allen



PROGRESS COMES THROUGH men of character who not only act for the ultimate good of others, but who have that inner quality that makes them serve, faithfully and well, their fellowmen. Such a man was Murray B. Allen. Meekness of spirit, humility of soul, coupled with wisdom of intellect characterized Utah's great blind leader.

Mr. Allen was born April 21, 1886, in Salt Lake City, Utah. Being the son of a mining man, his early days were spent in Park City and Mercur—two noted mining towns in Utah. At the age of four, an accident with a button hook claimed the sight of one eye. Ten years later, he sustained an injury to the other eye which eventually resulted in total blindness.

Real hardships began for Murray when, at the age of eleven, his mother was left a widow and he assumed the responsibility of helping to support her, his younger brother, and himself. After school and on Saturdays, he worked as a delivery boy at a grocery store until complete blindness overtook him.

In 1903 he entered the school for the blind at Ogden, Utah. In 1909 he graduated from high school. In the fall of that year he entered the University of Utah working his way—a not too common feat for a blind person in those days—by selling magazines. In his first year of college, he was elected editor of the "Pen," the school paper. This honor had never before been conferred

upon a freshman. Mr. Allen received special recognition for a number of short stories and plays written during his college career. He was an inspiration to his fellow students and was the first sightless person to be graduated from the University of Utah, receiving his degree in 1913.

After graduation he began his long career for the benefit of the sightless. He taught for eleven years at the State School for the Blind, during which time he was dreaming of, and planning for a greater service to humanity.

Founded Workshop

In June, 1917, Mr. Allen was married to Elgiva Thurman, of Lehi, Utah. Beginning the following year, the two of them spent their summer vacations traveling extensively throughout the state, seeking out the adult blind, teaching them braille and various crafts, but more than that, rekindling hope, inspiring faith, and relieving idleness and despair. In 1920, Mr. Allen was responsible for founding the workshop for the blind in Salt Lake City. In 1921 he was named executive secretary of the Utah Commission for the Blind, a position which he held until his retirement in 1951. In 1925, he left the school at Ogden to devote his entire time and energy to the adult work.

A Pioneer with a Vision

As the pioneers before him had taken Utah, a vast, forbidding desert waste and made it "blossom as the rose," so Mr. Allen took Utah, a wilderness and desert in the work for the adult blind, and brought it to life. As the pioneers before him had struggled, so did he. Unlike them however, his enemies were not heat, wind, and sand, but inertia in the legislature, prejudices of the public,

and the blind themselves who were, too often, uncertain and afraid of the battles ~~confronting~~ them. But Mr. Allen had many endearing qualities, two of which were patience, and a loyalty to the blind. These carried him through. The work, under his direction, assumed an outstanding position among the other states of the Union. His great love for the work and for humanity reached across the boundaries of four sister states to give them the benefit of his ability and experience. He was instrumental in passing legislation to get work for the blind under way in Idaho. Also, two of the state's foremost teachers received their training in Utah. Home teachers in Wyoming, Nevada and Arizona were also trained in Utah, as well as other blind of these states. He was the prime figure in organizing the Western Conference of Home Teachers—which included the eleven western states. He was elected president of this organization in 1950.

Mr. Allen carried numerous appeals to the state legislature for programs to aid the sightless and those whose vision was seriously impaired. One of his earliest appearances before the legislature was in 1907, when he requested an appropriation for the circulating braille library for the adult blind. This request was granted as were many others throughout the years. The story behind three bills which were introduced into the 1947 legislature, is worthy of note. After waiting all day in eager anticipation, until a late hour, Mr. Allen was informed that his bills would not be acted upon. Disappointed and discouraged, he left for home. The following day, a newspaper article announced that the legislators were so impressed with the "quiet dignity" of this great leader, that a motion was made to place the bills on the calendar for final passage. The motion was accepted

unanimously and the House speedily suspended rules and passed the three Senate measures without a dissenting vote.

Mr. Allen was active in national and international organizations. In 1918 he was a member of an international committee on problems of the blind.

Home Teaching Leader

We are all familiar with the good work which he has done in the field of home teaching as Chairman of the Professional Standards Committee and the Board of Certification in the American Association of Workers for the Blind. At a time when higher standards in the work were misunderstood and there was bitter opposition to the movement he was chosen by the few brave champions of the cause, to be their spokesman and face the antagonistic audience. His presentation was so able and so convincing that the AAWB adopted the plan and made Certification a permanent function with Mr. Allen as chairman. Through the efforts of these

committees, the standards of home teachers in the United States have been raised to a high level.

A monument to his achievements is the beautiful Murray B. Allen Center for the Blind, located at First South and Third East Streets in Salt Lake City. This Center is the best planned, best equipped building for the needs of the blind, in the country. It is a masterpiece of architecture and intelligent planning. His achievements and disappointments were many, but he carried them all with characteristic dignity and poise.

He held in his heart the troubles of his fellow blind and finally, on August 12, 1953, that great heart found its release. Following an illness of several months, Murray Allen was called Home. We mourn his loss but we offer a prayer of gratitude to God, who placed him here among us and touched his soul with gentleness, courage and the militant strength to fight the battles of the unhappy and the disconsolate, wherever or however they were found. He is not dead. Such men live forever in the boundless measure of the love they give.

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Wide World Photos

While in Washington to receive the Brazilian government's award, the Order of the Southern Cross, Miss Helen Keller called on President Eisenhower. She asked permission to "feel his wonderful smile," and afterwards said ". . . I felt the courage and thought that have carried him through such great moments in the world's history." LIFE nominated this picture "for a prize in any photographer's contest in which it is entered."

HONORS GO TO HELEN KELLER

RECENT MONTHS HAVE brought additional recognition to Helen Keller in the form of honors, one by the government of Brazil and the other by a state lawyers' group in Miss Keller's home state of Connecticut.

On November 3, 1953, Miss Keller was invested with the Order of the Southern Cross. Before a distinguished gathering of diplomatic and political personages, she received the award from Ambassador Walter Moreira Salles, who paid tribute to her immense contribution to the well-being of Brazil's blind and deaf citizens, particularly on the occasion of her visit in May, 1953.

The Order of the Southern Cross, the country's highest award to non-Brazilians, was founded by Brazil's first emperor, Peter the First, on December 1, 1822, the day of his Coronation. It is awarded by the Brazilian government in homage of those who have contributed outstandingly toward the welfare of the Brazilian people or to the growth of understanding between Brazil and other nations of the world.

In a letter to the American Foundation for Overseas Blind, a high official of the Brazilian Embassy said:

"There are no words to express the sentiments of joy, inspiration, and respect brought to all of us by Miss Helen Keller on her most gratifying visit to our Embassy. You who have the privilege of working near and with her may certainly realize what it means to anyone to meet Miss Keller. We are very proud that she was happy to receive the decoration awarded to her by the Brazilian government and that she seemed to enjoy being with us."

On October 20, 1953 Miss Keller was presented with the Connecticut State Bar Association's annual Distinguished Public Service Award. The award was presented to her by the out-going president, David Goldstein of Bridgeport. In thanking the Association for the honor, Miss Keller said, "I have come to believe that our freedom is presently in danger," and she concluded with a plea to the lawyers to "fight for the precious blessings of life, light and justice."

Editorially Speaking

Vending Stands—Asleep or Dying

THERE ARE MANY PEOPLE in our profession who would agree with us that one of the most fruitful avenues for employment of the blind was opened in the United States just a little less than twenty years ago when, through federal legislation, the familiar vending stand won a place in the lobbies of post offices and other government buildings. While many might agree with their usefulness, evidently not enough of us are aware that the blind do not occupy these favored positions as God-given rights. All too few seem to realize that unless some of the original zeal that won the privilege is re-kindled another two decades may see American post offices and other buildings closed to the blind.

What is happening to our American vending stand program? Perhaps you may call it by some other name—such as a business enterprise program, or the Randolph-Sheppard program; but whatever you call it, our advice to you is to take time out from routine stock inventories and make an inventory of another sort. We refer to an appraisal of a movement which if not squarely and honestly met soon may take away from you, the agency supervisor, and you, the blind operator, the very space which you now take so for granted.

Certain events of the past few years, months and even recent weeks have served to bring out in sharp relief the inroads which are being made into postal and other federal building locations by groups who are not fundamentally interested in employment of the blind.

These insidious wedges into the Con-

gress-given right of blind persons are not even in the interest of other disabled persons. No, there is no higher motive behind a growing movement to commercialize federal property than a modern realization that there is money to be made, and the only faint glimmer of social good in this new element is that to be found in the hope of convenience for the people who work in the buildings.

For the sake of clarity, we state specifically that we are trying to call national attention to the growing frequency of instances where two organized efforts have either prevented the securing of space for a vending stand for a blind person, or have significantly restricted the earnings of a blind person's already only self-supporting business.

The first threat is the program for the installation of canteens or cafeterias in remoter parts of the building for the exclusive patronage of employees, and the other is the aggressive effort of groups of those employees through their unions to place vending machines in many parts of the structure for the benefit of their so-called "welfare" fund. We can find a great deal of understanding and plenty of legal authorization for the first—Government Services, Inc.,—for its employee restaurants: we can find very little understanding and absolutely no legal authority for postal employee union groups to install vending machines for something called their welfare.

We are glad to note during the past few weeks a growing "gripe" among agencies licensing blind vending stands,

but so far, sad to say, not a big enough or well-thought-out enough gripe. Whatever caused the employment program of this country through vending stands to fall short of the original potential it is hard to say, but it is, in our opinion, the same fundamental weakness that currently is letting the legally-won federal right be taken away by extra-legal local movements. Some of us who are blind have been fighting among ourselves for about ten years over such issues as controlled or independent ownership of stands; some of us who are paid to promote and install stands have been content to operate at a comfortably safe level in unit numbers; some of us in state programs have failed miserably to even make a sensible business approach to the business of hiring blind people through this method.

Too often is our national effort to gain concrete aid for the blind left to a few inspired leaders. Too often have we said—"it's better to let sleeping dogs lie"—especially in response to annual inquiries by disturbed leaders as to whether the admittedly weak Randolph-Sheppard Act should be brought up for modernization with the aid of congressmen who know the value of the vending stand to the blind—the blind of future generations as well as those of today.

Well, take it from us—the sleeping dog had better be awakened pretty quick now, or he will die in his sleep. Those of you who have never taken this kind of inventory and feel that stands are not worth bothering about will probably say that it is the nicest way for the nuisance to be put out of its misery. Those of you who knew and know the real vitality of the original hound—a thoroughbred if there ever was one in work for the blind—will

help to wake it up and restore the life that comes from enthusiasm and ideals. It's possible—though only slightly—that there might still be room for some of the genuine parts of the postal union's aspirations, but let's at least make them prove their social and legal right. Let's also re-establish if necessary, the social, legal and human rights of the blind.

IN THIS ISSUE

MARY K. BAUMAN, of the Personnel Research Center of Philadelphia presents an interesting and informative study of the psychological tests made on blind persons before and after their twelve-week rehabilitation course offered by the Pennsylvania State Council for the Blind. Miss Bauman, in addition to her work with the Personnel Research Council, is chairman of the Advisory Committee on Psychological Research of the American Foundation for the Blind. She has worked for many years with state and national agencies in the field of psychological research.

EDWARD J. WATERHOUSE, who contributes chatty and informal remarks on the Bussum Conference of Educators of Blind Youth and on a succeeding conference, is Director of Perkins Institution, Watertown, Mass.

RACHEL F. RAWLS is at present working on a Performance Test for Blind Children as part of her thesis for her M.S. degree. She received her A.B. at Meredith College at Raleigh, N.C. and has done several years of graduate work in psychology at North Carolina State College. She has several years of experience teaching in public schools in North Carolina as well as counselling at the N.C. School for the Blind and Deaf.

BOOK REVIEW

Flutes Beyond the Day by Richard Kinney.

Reviewed by
LUCY ARMISTEAD GOLDTHWAITE*

Two slight volumes of verse represent all that Richard Kinney has written thus far. The first volume, *Flight of Arrows* was published in 1950, the second in 1953. Evidently he is not to be hurried which is as it should be with poets.

Flutes Beyond the Day is made up of some twenty short poems, objective rather than introspective. Glancing through these you are at once conscious of the fact that here is a writer who is vividly aware of the sensory appeal of the world about him. So imaginative that

"... he could hear the comets play
Their far lone flutes beyond the day."

Mr. Kinney has the gift for the right word in the right place to an exceptional degree which may be expected of a poet. But his marked ability to record his impressions of nature and of daily life with such authenticity and happy phrasing is to be wondered at as he has been blind since the age of four and much of his information must

necessarily be gathered from others. As illustrations of this ability consider these lines taken at random from his latest volume: "Popcorn snowing in the pan," "Day drives his yellow roadster down the highways of the west," "The foreign sky bends o'er the crosses, white." And concerning a lost dog he writes.

"Ever his eyes repeat to us
The anguish of his exodus
From love."

Has the look in the eyes of a lost dog ever been more accurately described in mere words?

If there be any discouraged souls among the readers of this review, let them turn to the poem of the disabled robin who with drooping wing, unable to fly, succeeds in mounting toward heaven and to her nestlings (the real objective) by hopping slowly from branch to branch of a small tree, apparently without thought of effort. The author suggests that "perhaps she's never heard of handicaps."

Richard Kinney attended Mount Union College, Alliance, Ohio, for a year and a half until his hearing became so impaired that it was necessary for him to leave school. A few years later he became totally deaf. He was awarded the Helen Keller Scholarship in June, 1950. With the co-operation of the Vocational Rehabilitation Service of Ohio he re-entered Mount Union College in September, 1951, with a student guide-companion. He is pursuing his studies with great success and will be graduated in February, 1954. Dick Kinney is not only a poet but also a promising writer of prose and has already attained some reputation as a lecturer. He lives in East Sparta, Ohio.

* Lucy Armistead Goldthwaite was editor of the *Outlook for the Blind and Teachers Forum* from January 1942 to June 1944. She retired a few years ago after many years of library work for the blind. In 1946 she was awarded the Migel Medal for her outstanding service.

APPOINTMENTS

☛ Mr. F. Abbot Ingalls was officially appointed to the position left vacant by Mr. George L. Raverat who retired at the close of the year, as Director of the Europe and Middle East Region of the American Foundation for Overseas Blind. Mr. Abbot's duties began on January 1, 1953.



F. ABBOTT INGALLS

Among the many duties incident to the management of such an agency program, he will have administrative control of property, plant, staff and program of the Overseas Foundation Paris office. In addition, he will be responsible for initiating surveys and submitting recommendations to the New York office concerning the introduction

of service activities for Europe and the Middle East.

Mr. Ingalls, although new in the specialized field of work for the blind, is not a newcomer to the field of social work. Before accepting a general commission in the United States Army as Lieutenant Colonel in 1942, Mr. Ingalls was employed with the Temporary Emergency Administration as district director after which he became assistant to the Commissioner of the Department of Welfare in Albany, New York. During his army career, he was stationed in various countries throughout Europe. Post-war years found Mr. Ingalls associated with a foreign relief program in Italy and later with the World Health Organization in Switzerland. Mr. Ingalls's last position before joining the staff of the Overseas Foundation was that of public welfare advisor with the department of the United States Army in the United States Free Territory of Trieste.

☛ Miss Sarah A. Butts has received appointment as Medical Social Work Consultant for the National Society for the Prevention of Blindness.

With her appointment, the National Society for the Prevention of Blindness will intensify and expand its program in the field of medical social work. Her responsibilities will include consultation through field visits to both public and private agencies working in the field of prevention and medical eye health for the purpose of promoting the highest possible quality of social services.

Miss Butts received her master's degree from the School of Social Service Administration, University of Chicago, and in June, 1953, a Third Year Certificate with a specialty in medical social work, from the School of Social Work, University of Pittsburgh. She has had

experience with social agencies in St. Louis, Cleveland and elsewhere. During World War II she was an assistant field director with the Red Cross at a U.S. Naval hospital in New Zealand, later working with Red Cross chapters in New York City. More recently Miss Butts has been employed with the Veterans Administration as case supervisor and subsequently as chief social worker at their general medical and surgical hospital in the Bronx.

✧ On January 1, 1954 John W. Breuel began his duties as an Assistant Director of the American Foundation for the Blind, in charge of the newly consolidated Division of Technical Services.

Mr. Breuel joined the Foundation's staff in November 1934. Because of his experience in all phases of Talking Book work he was made General Manager of that department on July 1, 1951.



JOHN W. BREUEL

The merger brings together into one operational unit the former Division of Technical Research and Development, of which Mr. Charles P. Tolman is Director, the Talking Book Record Manufacturing Division, the Department of Special Recording and the units devoted to the assembly, manufacture and repair of appliances.

Mr. Breuel will carry forward his duties as general manager of the Talking Book Department.

The purpose of the consolidation, according to M. Robert Barnett, Executive Director of the Foundation, is to provide closer co-ordination of activities, more intensive budget control and planning, and more effective policy-making.

✧ New appointments to the Kansas state Division of Services for the Blind include Mr. Jerry Dunham and Dr. Helen Sargent.

Mr. Dunham, former supervisor of the state Rehabilitation Center at Topeka has re-joined the Division staff as a home teacher. His headquarters will be in Garden City and he will work in the 42 western Kansas counties.

His appointment brings to four the number of home teachers now serving the blind in Kansas. The others include Miss Ruth Riggs, Miss Norma Varney and Miss Genevieve Powell.

Dr. Helen Sargent, of the Menninger Foundation in Topeka will have charge of all psychological testing at the Rehabilitation Center and will also work with all consultants evaluating psychological tests of persons from all over the state. She is working at the Center under a \$3,000 study fellowship provided by the American Foundation for the Blind for research with visually handicapped people.

NEWS BRIEFS

✿ After 38 years of faithful and devoted service to the cause of blindness both as head of the American Braille Press and later as European director of its successor, the American Foundation for Overseas Blind, Inc., Mr. George L. Raverat retired at the end of 1953.

Mr. Raverat, an Officer of the Legion of Honor and holder of many other awards from European governments, was also one of the recipients of the 1953 Migel Medal for Outstanding Service to the Blind. He has been a pioneer in work for the blind in Europe for many years.

"Although Mr. Raverat will no longer be located in our Paris office," Mr. Barnett said, "we all will have the satisfaction of knowing that his assistance and guidance will always be available to us should we need it."

✿ The Western Conference of Teachers of the Adult Blind will hold its 8th annual convention in Phoenix, Ariz., April 14, 15, 16 and 17th. The final details of the convention have not yet been worked out but information can be gotten by writing to Harlene Stone, Chairman, Program Committee, State Department of Public Welfare, State Office Building, Phoenix, Ariz.

✿ The Jewish Braille Institute of America dedicated its new national headquarters on December 18 with ceremonies in which the accomplishments of the organization since its establishment in 1931 were reviewed by various speakers. Dr. Elias L. Solomon, treasurer of the Institute and the United Synagogue of America, presided.

Mrs. Eleanor Roosevelt sent a message which said in part: "The Jewish Braille Institute has done great and much needed work in the past and I hope the future will not only bring you success but the recognition you deserve in every field of your endeavors."

Other speakers included Mrs. Hugo Dalsheimer of Baltimore, Md., president of the National Federation of Temple Sisterhoods, patron body of the Jewish Braille Institute, who recounted the work of the Temple Sisterhoods in hand-transcribing most of the 4,000 braille volumes in the Institute's library; Mrs. Leon L. Watters, speaking on behalf of the Institute's Board of Directors, who outlined the basic work of the Institute, and Dr. Jacob Twersky, blind author of *Face of the Deep*, a recently acclaimed novel about the blind.

A citation from the Jewish Blind Society of England, making him an Honorary Life Governor, was presented to Leopold Dubov, Editor Emeritus of *The Jewish Braille Review*, published by the Institute. The citation was accompanied by a message from the Chief Rabbi of England, Israel Brodie.

Mrs. Adolph W. Sternberg is president of the Jewish Braille Institute and Dr. Jacob Freid is now its executive director.

✿ A wide expansion of American voluntary aid to blind people in Korea, other Asian countries and Latin America can be anticipated as the result of the annual meeting of the Board of Directors of the American Foundation for Overseas Blind, held in New York on December 9.

In approving the budget for 1954, the Board also made provisions for services to the blind in Europe, Africa and the Middle East.

In his annual report, William Ziegler, Jr., president, showed that aid had been extended to schools, workshops and agencies for the blind in 70 countries of six continents.

Mr. M. Robert Barnett is executive director and Eric T. Boulter field representative of the AFOB.

Others officers elected were: William Ziegler, Jr., New York, president; Richard H. Migel and Jansen Noyes, Jr., of New York, vice-presidents; Max Shoop of Paris, treasurer; Alexander M. Laughlin, New York, secretary; Eustace Seligman, Peter J. Salmon and Dr. J. P. Macnie of New York, and Dr. Gabriel Farrell of Cambridge, Mass., were re-elected to the executive committee.

✿ According to the National Society for the Prevention of Blindness, the incidence of blindness among American children has increased 47 per cent in one seven-year test period—from 1943 to 1950.

Dr. Franklin Foote, executive director of the NSPB, explained that most of this increase in blindness in children was due to retrolental fibroplasia.

"Despite the fact that retrolental fibroplasia was almost unknown a decade ago," Dr. Foote said, "it increased 62 per cent between 1943 and 1950, offsetting gains in the fight against blindness from other causes." He said further that hundreds of scientists in many parts of the country are working hard to discover the cause and cure for retrolental fibroplasia, "with the most active interest centering on the relationship between the use of oxygen for premature babies and the incidence of retrolental fibroplasia."

The Society figures show that blindness from prenatal influences decreased from 12.9 cases per 100,000 children in 1943 to 8.5 in 1950; infectious diseases

from 2 to 1; and injuries from 1.1 to .6, but Dr. Foote commented, "retrolental fibroplasia jumped from 1.4 to 10.9 . . . sight conservation gains already made are encouraging . . . but blindness has found new ways of threatening the children of America with a lifetime of darkness."

✿ Mrs. D. W. McBryde, who has served the blind for many years, resigned from her position of director, Division for the Blind, Mississippi Department of Public Welfare, as of December 21, 1953. She is succeeded in that position by Mr. J. I. Rankin, former chief of the Rehabilitation Services to the Blind.

✿ The Blind Fisherman's Club of Western Canada held its annual White Cane Salmon Derby in the fall of 1953 with more than four times as many entries as participated in the first Derby seven years ago.

The winning salmon weighed only 9 pounds 15 ounces, and was landed by grey-haired Warren Elliot after only 15 minutes. The second prize went to young Dugald Baird who had fished almost all day before he got a nibble.

The annual White Cane Derby, and in fact the sponsoring club, The Blind Fisherman's Club, had its inception more than seven years ago when a wharf owner, Norm Pelkie, intrigued by the fact that a blind man and his daughter had gone out to sea to fish from his dock, offered all of his facilities free of charge to any blind person who wanted to go fishing.

The blind man to whom Mr. Pelkie made this very generous offer was Captain M. C. Robinson, Director for Western Canada of the Canadian National Institute for the Blind.

As a direct result of Mr. Pelkie's offer, the CNIB White Cane Recreation division organized the Blind Fisher-

man's Club and instituted the annual White Cane Salmon Derby.

The first year 30 entries were received. In 1953 there were 130 participants—so many that a great number of boats and guides were needed. Dozens of private boat owners rallied round, with everything from small putt-putts to luxurious launches. The owners not only loaned their craft, but also acted as guides, standing ready to untangle lines and help land the fighting fish.

✧ The Kessler Institute for Rehabilitation, whose head, Henry H. Kessler, M.D., is known to *New Outlook* readers and workers for the blind generally, has dedicated a new building at its site in West Orange, N. J. As a result there has been an expansion of the Institute's program from a thirty-three bed center to a 48-bed center, and the out-patient capacity has been doubled. The Kessler Institute for Rehabilitation was founded in 1949 as a voluntary, non-profit center for the rehabilitation of handicapped men, women and children, regardless of race, creed, color or economic status.

✧ Mr. Robert T. Lansdale, New York State Commissioner of Social Welfare, Commission for the Blind, since 1943, resigned his post in December because of ill health. Until a permanent successor is named, first deputy Commissioner Raymond Houston will act as state commissioner.

In 1952 Mr. Lansdale suffered a long illness and returned to his job as state commissioner despite his doctor's warning that he should avoid a position

which involved so much "strain and pressure."

Mr. Lansdale has accepted a post as consultant for the New York Temporary State Commission on Fiscal Affairs of State Government. This position, Mr. Lansdale said, "presents an unusual opportunity for me to apply my knowledge and experience to a project for the benefit of the state and at the same time to be freed of the day-to-day exigencies of an executive job."

High praise for Mr. Lansdale's long service to New York State was expressed by Governor Dewey who characterized the resignation as "a heavy loss to the people of the State of services of an outstanding public servant."

✧ At its convention held in Washington, D. C. last July, the American Association of Workers for the Blind amended its Constitution to provide for the enrollment of Life Members, who when so enrolled shall have all the privileges of membership continuing for life. Such enrollment requires the payment of the sum of \$100 in cash at the time of application.

The Association is happy to announce the enrollment of its first Life Member and to welcome into this select circle Mr. Philip N. Harrison, of Harrisburg, Pennsylvania, and the Executive Secretary of the (parent) Pennsylvania Association for the Blind. As he has been in the past, in other ways, Mr. Harrison is thus in the vanguard of this new membership classification. Applications for Life Membership in the A.A.W.B. may be directed to Alfred Allen, Secretary-General AAWB, 15 W. 16th St., New York 11, N.Y.

A Child—though blind

ESTHER L. MIDDLEWOOD

IT MUST BE CLEAR from the beginning that I am not an authority on blindness. From my friendships and experience with the blind, I may have some intimate knowledge of their problems and the extent of their difficulties. However, my knowledge must also be somewhat distorted by those very friendships. My feelings are involved, distorted by my sightedness—by sunsets, by lightness and darkness. My knowledge of the problems of the blind is so scant that I would not trust to the use of that knowledge to help you, the parents of blind children, who live closely and intimately with blindness.

But it is because you live closely and intimately with blindness, and because you sometimes live so closely that it is difficult for you to view your child as a whole, that I can come to you with knowledge which may offer you some help in planning for your youngster.

It would be unrealistic for me to tell you to forget that your child is blind and to think of him as a sighted child even though I am going to help you think about sighted children. It would be unrealistic, first, because you cannot do it, and secondly, because you must

help your child to become acquainted with himself as a sightless child, rather than a usual child who has been deprived of his sight. He must be comfortable with his blindness so that he can accept himself as a person, just as any person must have an appropriate concept of self before he can accept himself.

Accepting the Child's "Childness"

To truly help your child accept himself in his blindness, you as a parent must accept him too.

I use the word "him" purposefully because many parents love their child and acknowledge his blindness without really accepting the blind child that he is. Almost all parents who have a handicapped child begin with a feeling of guilt and added responsibility. This is true, however, of many parents whose child contracts polio, whose child is injured by accident, whose child grows up with emotional disturbances, or whose child faces a handicap because of any one of the many things which might happen to children. That's part of real parenthood. It's part of real

parenthood to face that feeling, and recognize it as one that is shared by many and peculiar to none. It is not startling to know that a parent should feel this way, but it is unfortunate when the parent is unable to say to himself, "This is how I feel."

Being unable to face this feeling, some parents find that helping their child to achieve maturity becomes unduly complex. Some parents try too hard to "make up" to the youngster for the fact that he is blind. In so doing they overprotect, not allowing the youngster to experiment, to grow, to learn, to succeed, or to fail! They fail to realize that all growth involves risk, but that in growth, steady and sure, is the only way through which a child can find real happiness. Overprotecting may temporarily make a parent feel relieved by making him feel falsely that "he's doing all he can for the child," but the child is being deprived the satisfaction of becoming an independent person.

On the other hand, other parents may try to make their child prove to them that the handicap isn't too bad after all—that they were not "too wrong" in "causing" the handicap to occur. They do this occasionally by pushing their child too hard. They want him to compete well—almost to deny his handicap. The will to try is based upon success as well as failure. Too much failure may make a child give up and remain dependent upon those who will care for him. Too, one who repeatedly falls short of the expectations of those who love him may begin to look upon himself as an inadequate, inferior person. Parents should have aspirations for their children, but these aspirations should be realistically geared to the child's ability to achieve. When a parent is pushing too hard, he cannot honestly evaluate that ability.

A blind child or a partially sighted child is first of all a child—a child who has needs in common with all other children. Sometimes adults become so absorbed with the blindness that they forget the child and his basic demands. Blindness is only one of the problems which the child must handle, just as most children must learn to handle any factor of self which sets them apart from other children. A child who is too tall, one who has a crippled foot, one who is obese, one who is deaf—each has to learn to handle his problem within the limits of his handicap. Surely, you think, being abnormally tall is not so bad as being blind. Who is to make such an evaluation? I have known some children as crippled in personality by this "defect" as by blindness. I have known blind children much less crippled in total than some obese children. It is not the handicap itself, but how competently the child learns to live with his handicap.

What enables a child to live competently, no matter what he is—crippled, tall, deaf, dull, bright, obese, blind? He lives competently when his basic needs are met. We can meet the needs of most children if we considerately study the child.

Blind Child Needs Love

All children need to feel that they are loved—the blind as well as the sighted children. How does a young child begin to know love? He learns from the feeling he gets in his parents' arms. The muscles tell him. Blind children can understand this language. They cannot, however, see smiles and eyes akindle, so they may need to depend a bit more upon fondling and tactual sense. The child learns he is loved through having his needs met by his parents. A sighted child can under-

stand a bit better when mother is detained and his needs are not met if he can see her. A sightless child cannot find his mother with his eyes, but he can find her with his ears—so loving tones of voice become more important to him. Undue crossness and harshness may be tolerated if a child can see faces which tell another story, but voices become more important as indices to a sightless child. Blind children can feel really loved, but first we must know how all children come to know they are loved, and then separate those means available to the blind to be sure we make them available to the blind child.

Being loved goes beyond the parent love, and the blind person will be faced with some real problems in establishing good relationships later; but they are only problems, and not barriers. For instance, there are some people who have aversions to all handicaps, or to one handicap especially. How these aversions come about is to us not too important, but they do exist; so the blind person may face some difficulties. But there is scarcely anyone who does not face some rebuff. A child who has felt loved and wanted in his early life will usually go on through life accepting himself as a lovable person and capable of extending his love to others. Such a warm, friendly person is not likely to be overwhelmed by an occasional rebuff. Too, his warmth of personality will tend to draw others to him regardless of his handicap.

Blind Child Needs Security

All children need security—not the security of formals, bicycles, and dimes in their pockets, nor the security of a satin-quilted box. They need a security of world orderliness, self-reliance, family unity and certainty. They need to feel that somehow the world moves in

an understandable way and that they can relate themselves to others and the world in general. They need to feel that within them they have the potential to meet the demands of the world. They need to feel that the love that holds their family as one is certain and sure. Part of this security comes from self-competency based upon the child's development of skills appropriate to his age and ability. This may be more difficult for the blind than the usual child because of dangers involved and because of parental reluctance to allow the child to develop skills.

I taught a little blind girl to swim. At first, but very briefly, I taught her in a pool when she could touch the sides. As soon as possible, however, I taught her in a lake, for she had a much bigger job than learning to swim. She had to learn how to find her way around in the quietness of the water. The important thing is that she learned. With a few special precautions not so essential to others, she was able to "do" with others. She was developing real security apart from that afforded directly by the protection of her parents. Protective security really destroys true security, for a child constantly fears the loss of the source of his security. If his strength is his own, he need not fear the loss of it, but can rely on it even in the event of change or emergency.

Blind Child Needs to Grow

Everyone needs to grow and to sense that today he has certain skills and strengths which he did not possess yesterday, and that tomorrow he will be able to handle with newly acquired skills some of the things which he cannot manage. This is obvious when little children say such things as, "When I'm big, I can touch the ceiling, can't I, Mamma?" or "When I'm big, I can

drive a *big* truck." Much of this wanting to be big is expressed in words concerning real things such as trucks, but actually it is an expression of the child's need to control the overpowering feelings and forces in his life. Given a chance, a child will grow. He wants to grow. But denied the opportunity by overprotecting parents, he may give up, or rebel against the overprotection. Too, if he is asked to move ahead too rapidly, the task of growing may appear Herculean. Rather than risk failure, he will fail to try. To strike a balance is no easy task for any parent. It is not an easy task for the parent of a blind child, for he has added factors to consider. If, because of real danger involved, a child is not able to do certain things which other children of a comparable age can do, substitute growth tasks should be allowed. Children do not always need to achieve the same things, they need only to achieve in some areas. Part of his task of growing is to define the areas in which he can succeed and those in which he must fail. However, he can accept his failures and his limits only when he knows success.

A blind child can learn to dress himself, feed himself, do household tasks, and learn play skills, almost as early as a sighted child if we adapt the teaching of skills to methods which utilize his abilities and recognize his limits. The satisfaction of achievement is his regardless of the methods used to teach him.

Blind Child Needs Recognition

All of us need to feel not only that we are loved in spite of what we are, but that we are liked because of what we are. Recognition is the "yeast" in our lives. We like to feel that as individuals we can make a contribution to our family, our friendship group,

our community and world. A parent can give his blind child this opportunity in his early years in the home by allowing him to contribute to family activity, by allowing him to express his ideas and share in family decisions, and by allowing him to stand on his own merits in his family relationships. It will be more difficult later when he has to meet with strangers in the outside world. However when the child has made a contribution in his group early in his life, he is more likely to assume that life later affords him the same opportunity, and he will confidently make his way. Parents can encourage, too, by attending to this need for group membership apart from family.

Basic Drives

Love, security, growth, and recognition are the needs of blind children. They are the needs of all children. Basic to these needs, however, are two others: the general drive toward self-preservation and the drive toward race preservation.

In a child we point with pride toward his tenacity in acquiring food when he is hungry. For many years a fat child was looked upon as a well-mothered child. We completely accept the rightness of a child to seek food to preserve life. To preserve life also necessitates other activity in life. It necessitates an aggressiveness which will enable him to ward off danger and allow for positive action in life. This aspect of self-preservation society has not allowed.

A child knows only one way to express aggression—through rampant body action. He cries, kicks, yells, when life threatens—or he must withdraw. To a blind child deprived of one of the most effective orientation senses, life must threaten often. He can't find his bottle. He doesn't hear his mother and he fears that she has left him. Life

can be very complicated without sight in a world that has been designed for the sighted. It is small wonder, then, that a perfectly normal healthy blind child might give evidence of more frustration than usually expected. He may even get angrier with himself when he can't achieve what he wishes, just as most children are impatient with themselves when they fail to learn as rapidly as they feel they want to learn. The eight-year-old frequently shows this extreme impatience with any ineptness in himself. But this is a part of childhood, not of blindness.

Some of the tasks of growth toward sexual maturity may be more difficult for the blind than for the sighted child, but the big task of learning to love and to accept love can be learned as easily by one as by the other. Learning the pattern of the appropriate sex role may be more difficult for the blind. Knowing this, the father of a blind boy can, for instance, give special help to him in learning what is expected of and what to expect in manhood. The boy can be helped to achieve a feeling of physical competency; the girl, of physical attractiveness. It takes a bit of forethought, but it can be done.

Obviously if parents are to meet these needs of their children, it is essential that they study children and understand their child in terms of what they learn. They should know what to expect of

children at various ages. Not that they will expect their child to follow the pattern, but they can adapt the learning to the needs of their particular child. They will not be anxious when their youngster manifests behavior which appears to be undesirable; the temper tantrums of the three-year-old; the sassy, know-it-all attitude of the eight-year-old; or the withdrawing of the ten-year-old. These patterns and others may concern parents unduly if it is not expected and recognized. Knowing what to expect will enable parents to recognize when their child is lingering too long in any growth stage.

All that has been said might have been said about any child—about any parent. The problem of the parent of a blind child is unique only in that the methods of meeting the child's needs must be adapted to the blind. The basic needs are the same. Even the parental anxiety is common to many parents. To parents of the blind, it has a certain emphasis and intensity, but it is not a feeling unknown to other parents. Knowing and accepting the great, common task of parenthood, with its special challenge when involving a blind child, can clear the way for achieving that which all parents desire—a sturdy, competent adult who can live comfortably, profitably, and happily in the world with others.

INDIANA INCREASES AID

To the list of states increasing grants to the blind through amended legislation in 1953, as indicated in "A Survey of State Legislation in 1953," page 11, January issue, should be added Indiana. Chapter 191, Acts of 1953, increased the maximum allowed recipients of aid to the blind to \$95.00 per month. In addition, this amendment carried a list of 12 exemptions to the first \$50 of earned income to be used in determining the assistance grant.

SCIENTISTS STUDY COMMUNICATION

BETTER WAYS FOR THE BLIND to read, walk, and communicate were discussed by research authorities in the field at a symposium on communication aids for the blind during the 120th annual meeting of the American Association for the Advancement of Science in Boston.

The symposium highlighted demonstrations of experimental developments in travel aids for the sightless and presented current trends in research, according to Dr. Eugene F. Murphy, in charge of development efforts in prosthetic and sensory aids for the Veterans Administration. Professor J. B. Wiesner, director of the Research Laboratory of Electronics, Massachusetts Institute of Technology, presided at this session, co-sponsored by the Engineering, Medicine and Psychology Sections of the AAAS.

Of particular interest were reports on current research on stepdown and obstacle detectors to enable the blind to detect street curbs, buildings, and other hazards. Because the stepdown detector has long been considered particularly important, continued research will be necessary to overcome many problems, Dr. Murphy explained. Dr. Clifford M. Witcher, staff member of the Research Laboratory of Electronics, MIT, demonstrated a novel optical principle which eliminates errors due to arm swing and body motion during walking. Dr. Witcher also explained how recent developments in communication offer ways to overcome psychological difficulties previously encountered in coding information from guid-

ance devices and reading machines for the blind for transmission to the brain through other senses such as touch and hearing.

Results of tests on an earlier Signal Corps obstacle detector and current efforts on an improved model using transistors and other new components, were presented by Thomas A. Benhan, assistant Professor of Physics, Haverford College.

Historical models, including an actual sample of Louis Braille's work, provided a background for a discussion of communication by braille and recorded voice by Edward J. Waterhouse, director of Perkins Institution, Watertown, Mass. Mr. Waterhouse considered recent technical developments and future possibilities in reducing the bulk and cost of embossed manuscripts, Talking Books, and other recordings.

Discussion was opened by Wallace E. Frank, Bioengineering Section, Franklin Institute Laboratories for Research and Development, designer of an electronic cane for the blind and projection magnifier to enable the partially sighted to read books and newspapers.

Historical and experimental models as well as those currently in use were available for inspection.

Monthly Information Service for the Blind

Blind persons who own a tape recorder enjoy my tape-recorded digests of the best current articles. Interesting details. Box X New Outlook.

Ornithology AS A LEARNING TOOL

JOSEPH C. DANIEL, JR.

"IT IS A GENERALIZATION of very long standing that human beings bereft of one sense are compensated by a high development of the senses remaining."*

This common fallacy is accepted at face value in every branch or division of society . . . except those to whom it applies. None of us will doubt that there are handicapped individuals, blind for example, who are capable of extraordinary achievements through the use of another sense; and yet if we could check any reliable statistics on the subject, we would find that a comparable number of individuals, quite unhandicapped in any way, are capable of performing the same remarkable acts. A great deal of scientific effort has been expended in an attempt to disprove the original statement.

Among the blind it is not at all uncommon to find that they can detect color by the smell of the dye, distance from an object by the air currents created, and many more truly amazing feats, but they have been forced to rely on these "extra-ocular" senses more than the seeing man. If the man possessing sight were to concentrate on communicating in these same ways, he would be equally efficient, and maybe even more

so because he has the advantage of his eyes acting as monitor on the other senses.

It has been found that blind people, particularly children, develop fantastic misconceptions about the natural world. Hayes lists many of these, examples of which may be found in children who believe that butter came from buttercups, potatoes from trees, that Leghorns were cows, and that artichokes were snakes. Even children with sight develop some of these ideas but its prevalence among the blind is much greater.

If these children could be helped in their evaluation of the natural world and at the same time be given a tool that would facilitate the development of their other senses, a great service could be accomplished. In the study of ornithology I see such a tool, and will attempt hereby to explore its possibilities.

It seems necessary first to summarize those facts that are of value in this exploration and to consider the properties of birds usable to the blind.

The bird is a free living being; common yet evasive, self-sustaining, and capable of flight through the air. To a blind child, who is always at least somewhat dependent and limited in his actions, this must make the bird very close to miraculous and a thing to be admired. Therefore, by its very nature,

* Hayes, 1941, "Contributions to a Psychology of Blindness," American Foundation for the Blind, New York.

the study of such a creature is attractive to the child.

Not being able to detect the colors of the bird, the blind child can learn to recognize and appreciate it aesthetically through other channels. Its general structure, nest type, egg size, feather construction, and above all its song, serve to differentiate it as a particular species, and all of these avenues can be explored without the use of eyes. For the more advanced sightless bird enthusiast, such a thing as origin and development, life histories, distribution, relation of types, and migration may prove of interest. However, these are not explored through the senses except very indirectly, and so will not be considered here, other than in relation to a more positive approach or as they contribute to memory development or inductive reasoning.

There are four principal sensory functions through which a sightless child can experience: hearing, touch, taste and smell. Only three of these senses are available in the study of birds; the auditory, olfactory, and tactile senses, but several divisions of each of these exist.

Touch

Touch is defined as the special sense by which pressure or traction exerted on the skin or mucous membrane is perceived. Perception of vibration and of temperature will also be included here.

Considering first the general structure of the bird, we find the problem of securing such an evasive creature for tactile examination. There are actually very few birds that will not enter a large enough and properly baited drop trap. It is only the large predatory birds like the hawks or owls, or the biggest wading birds like the egrets or herons that cannot be easily captured, but they

are so wild and aggressive that to handle them would be dangerous in itself.

Once secured, the birds lend themselves readily to study. Since their classification into groups depends on structure rather than color, the blind child is at no disadvantage here. Actually, the seeing individual must resort to touch in some cases of identification such as the pectinated claw in the bitterns or the spurious wing of the warbling vireo. Head crests, mandibular hairs, bill lengths, tail structure and innumerable other structures are detectable through touch. Every bird has its own particular size, weight, and distinctive characters giving the blind child handy tools for differentiation. We who distinguish by color are frequently confused when presented with an albino or falsely colored bird, but the blind child need never have this trouble.

Besides structure, the sightless boy or girl feels the temperature of the bird, noting that it is warmer than he. This fact can be used in explaining the process of metabolism in living things. It may be noted that the ability to differentiate temperature differences is one of the sensory paths through which the blind detect many things and in which they do excel the seeing. Heart beat, muscle movement, and breathing rate can be easily felt in the bird and only counted through the tactile sense. In addition to the bird itself, the blind child may also explore the nest structure and the eggs through touch. As with general structure, every bird has its own specific type of egg and of nest, and though difficult in some cases, they can be differentiated without the use of the eyes. The feather, too, is an amazing thing which we who can see never take time to appreciate. It is peculiar to the birds alone, and can be another pathway for the blind to a knowledge of birds.

Before leaving this section, it seems important to call to mind feelings of the child when holding a live bird in his hand. Even seeing persons feel a sense of elation and importance when grasping one of these fabulous creatures. How much more so must a blind person? A sense of responsibility and consideration can be aided when the child is told that a slight pressure on the bird will suffocate it and that he is being entrusted with that bird's life. If, by accident, the bird is so killed, nothing rare is destroyed. Finally, the bird can serve as a source of inspiration to the child in the role of a model for clay work or other forms of manual dexterity. The nest, too, may serve this purpose, even better than the bird itself.

Smell

The exact functional process of the sense of smell is not exactly known, but it can be employed by blind children as another avenue to the understanding of birds.

Again, all birds have fairly distinctive smells, though nothing like their songs or structure. Birds may smell like the food they eat; for example, the fish smell of the mergansers and the "crab-apple" smell of the cedar waxwing; or like the environment in which they live, like the "swampy" smell of the red-winged blackbird and the "perfumed" smell of the ruby-throated hummingbird. Finally, some blind individuals can smell the difference in the feather dyes of a few birds, if those birds are strongly pigmented. Melanin pigments, for example, are chemically quite different from the lipochrome pigments, the former being a solid granule and producing black while the other is a fatty liquid producing red and yellow. When isolated, the odor of each of these pigments is peculiar to itself alone and may be detectable to the blind child

with a well developed olfactory sense. The nests and eggs generally smell like the parent and can be so identified.

Hearing

The ability to hear is the gem among the senses for the blind child's communication with the birds. More than structure, habits, or any other peculiarity, the song of the bird stands out in identification. Of course many birds have several different songs or calls, and sometimes each sex of the same species may have its own song, but all can be distinguished with a minimum of practice. One mockingbird in Indiana was found to mimic the songs of over seventy different species, but each one had the detectable "mocking bird" quality about it. Many field workers can identify their birds from the songs before they see them in the bush, and the sightless child, having mainly this sense to rely on, could easily learn the call notes of the majority of the birds in his area.

For birds outside of his area as well as for further enjoyment and practice in detecting bird songs he has already familiarized himself with, the blind child could listen to any of several commercial recordings of bird songs.

His sensitivity to audible sounds could be made very acute by being required to judge direction, distance and intensity spontaneously and conclude that a particular trill represents a chipping sparrow or a buzzy rattle denotes a parula warbler. The biggest disadvantage for him is that he cannot visualize the bird represented, but if he has been able to study the bird by touch he may automatically connect a distinct tactile sensation with the recognizable song. The chirping of the young or the whirr of wings in a dive such as that of the night hawk are also sources of enjoyment through understanding for the blind child.

This sense has such possibilities that in a very short time, by hearing alone, one could reach the conclusion that a particular bird was a female robin sitting about thirty feet up in a quaking aspen and very nervously excited because her nest, containing three hungry young, was being approached by a class of blind children. The fact that the bird does not have to be caught and that it can be identified at a goodly distance further values song identification. Finally, the distinction of other natural sounds is forced into being, to be able to separate them from those of the birds and thus a closer appreciation of nature on the whole is demanded.

Tangible Achievement in Bird Study

Once the blind child has learned to use the various channels discussed to identify birds, he finds a pronounced sense of accomplishment in his ability to do so. Anyone, when first approaching a new subject, feels lost and uneasy, but when that subject is familiar he revels in his knowledge of it. With the blind child, the situation is the same, except that in his study of the birds, the initial work is quite painless, and his satisfaction gained in his ability to identify them is sufficient reward in itself.

As mentioned earlier, not only the senses are facilitated but also the mental faculties. There are many, many

facts connected with bird life known and recorded by man which the blind child can use, along with those he can gain through personal experience, to perfect his ability to reason. Perhaps nothing of direct human value is available here but the knowledge gained of how to use knowledge is invaluable.

As an important afterthought, it may be pointed out that any limited area has a surprising number of different birds living within it (there are around two hundred species recordable each spring in almost every spot in North America). It goes without saying that two hundred bird songs represent a task for the memory and therefore a means of training it. I can think of few ways as pleasant as listening to a bird song, to develop the ability to remember.

In these few pages I have only scratched the surface with many generalizations of the possibilities of using nature study as a tool in the sensory development of the blind, illustrated by ornithology. Not only the blind and not only children, but anyone can find a source of satisfaction and inspiration in studying birds. Identification with this type of free-living creature if carried to extreme, could of course become a defense mechanism in several ways, but for a limited time identification therewith can be a tool for momentary escape from the rigors of everyday life. I believe the field has possibilities; time may tell.

A Comprehensive Music Service

ALBERT G. GORSON

THE LOUIS BRAILLE MUSIC INSTITUTE of America, Inc., is now embarking upon a comprehensive service for the blind in the field of music that has never before been adequately covered. Professional and amateur musicians and all those interested in music will soon find, for the first time, a most complete music service in one centralized organization.

As is well known among workers for the blind, the Louis Braille Music Institute of America publishes *The Braille Musician*, the only music magazine for the blind. *The Braille Musician* has been published bi-monthly since it was founded in 1942 by Leopold Dubov, its present editor, who is the honorary president of the Institute. Primarily, the magazine consists of reprints in braille of articles from all of the leading, ink-print magazines, which provide this material to the Institute without cost. In addition, the magazine includes original material written especially for its blind readers.

Though *The Braille Musician* is sent to the blind without cost and must depend entirely upon voluntary contributions for support, it has not missed an issue since it was first published. The current circulation is about 750. Its readership, however, is far in excess of that number, for many copies go to institutions for the blind and individuals pass their copies on from one to another.

The circulation is necessarily controlled by the resources of the Institute and will be increased as rapidly as conditions permit. Every member of the Institute receives a copy regularly, and copies are distributed to non-members on request as long as the supply lasts. Membership in the Institute costs \$3.00 a year for individuals and \$5.00 for institutions.

A Record Club

The newest project of the Institute is the American Record Club for the Blind. This service makes standard, high quality records with braille labels and braille jackets available to the sightless at approximately one-half the usual retail cost. Membership in the Record Club costs \$5.00 and entitles the member to his choice of any two records. Additional records may be purchased by the member at \$3.00 each. These are twelve-inch, long-playing records, many of which usually retail for \$5.95.

Record Library No. 1, which is now ready, consists of twenty titles from the Columbia Masterworks list. Record Library No. 2, which is in preparation, presents a revolutionary idea in records for the blind. Like Library No. 1, these records have jackets and labels printed in braille; but, in addition, these records themselves carry program notes written and recorded by the distin-

guished musicologist, Dr. Sigmund Spaeth.

In addition to such sales, however, the Institute is now undertaking a nation-wide, fund-raising campaign which, it is hoped, will enable it to provide records without cost to many individuals as well as to institutions. Radio and television disc jockeys throughout the country are being asked to solicit funds for this purpose.

The entire campaign is based upon supplying records to the properly qualified individuals in the districts in which the funds are raised. Dr. Paul Emerich, a director of the Institute, and a well-known blind musician and music teacher, is chairman of the campaign.

Guidance and Music Promotion

Another current service of the Institute is a Vocational Guidance and a general Music Information Service for the Blind, personally directed by Dr. Sigmund Spaeth, who may be addressed at the offices of the Institute, 140 West 58th Street, New York 19, N. Y. Dr. Spaeth is also a director of the Institute.

The first annual Music for the Blind Month, which ended on December 15, 1953, is considered an unqualified success by the Institute. Sixty-nine organizations—fifty-five music clubs and fourteen institutions for the blind—participated in the program. Several of these groups arranged special radio and television programs to publicize the

work of the Institute, including the newly instituted Record Club. Many of the clubs contributed funds for the Record Club memberships.

The Institute is now compiling a complete listing of all available braille music, which will enable it to set up a central information center on the sources of such music. Through music publishers and composers and their trade associations, the Institute hopes to arrange for braille transcribing without the usual copyright fees and restrictions. Through this service, the Institute will serve as a general clearing house for all transcribing projects. The ultimate aim of the Institute is to establish a national lending library for both popular and classical music in braille.

Another much-needed service of the Institute is a teaching course for braille music transcribers, who, upon satisfactory completion of the course, will be certified on a national basis. Those who have learned braille transcribing through any other source will be certified by the Institute after submitting samples of their work to the Institute's qualifying committee.

It is the hope of the Institute, which is the only organization devoted exclusively to the music interests of the sightless, that it will be able, through its facilities, to co-ordinate the music projects of all workers for the blind and increase greatly the number of such projects by avoiding completely all duplication of effort.



McCall's Magazine Photo

interpreter of the handicapped

Hellen Tullis Excels on TV

STARTING FROM SCRATCH and, in three years, receiving acclaim for her public service as Outstanding Woman on Radio and Television for 1953, is the accomplishment of Hellen Tullis, blind, of Baltimore.

The coveted *McCall's Magazine* Golden Mike was presented to Mrs. Tullis, one of seven women in the country to win awards, in January at a luncheon ceremony in Baltimore, attended by many prominent guests, including Governor McKeldin of Maryland. The seven women were selected from hundreds of entries.

The winners in this, the third annual presentation, were selected by a committee of five judges after hours of careful reading and thoughtful discussion. The judges were: Mrs. Oscar Ahlgren, President, General Federation of Women's Clubs; Mrs. Harold S. Burdett, President, American Legion Auxiliary; Mrs. Oveta Culp Hobby, U. S. Secretary of Health, Education and Welfare; Mrs. Anne Holland, top winner of the 1952 *McCall's* Mike Awards, representing American Women in Radio and

Television; and Otis Lee Wiese, editor and publisher of *McCalls*.

Mrs. Tullis' unique public service consists in her own example, and in bringing to her vast audience the conviction that handicapped people can assume normal privileges and responsibilities in society.

McCall's says concerning the awards and Mrs. Tullis:

"... The *McCall's* Mike is awarded each January for the best public-service programs in three categories: programs of general interest to the community, programs of interest primarily to women, programs of interest primarily to youth. In addition, a top award is made to the woman whose work, in the opinion of the judges, was the year's most valuable.

"Hellen Tullis of Baltimore's station WMAR-TV won this year's top award for the remarkable work she has done to help the handicapped on her program 'As You Can See.' Totally blind herself since the age of fourteen, Hellen Tullis is a college graduate, a happily married woman and a source of inspi-

ration to thousands of unhandicapped as well as handicapped admirers.

"Using her own everyday activities as background, and with the aid of special studio guests, Mrs. Tullis, on 'As You Can See', tries to present the major problems of the handicapped and to dispel public illusions about them. . .

"Sometimes her TV audience sees Mrs. Tullis marketing or buying a dress accompanied only by her 'Leader' collie dog, Prince. Sometimes she cooks from a braille recipe or sews or types. On every program she talks with other handicapped people. Together they discuss the best ways to get an education, bring up children, find a place for themselves in the community.

"Often, Mrs. Tullis points out, it is the handicapped person who must put the unhandicapped at ease. The public is likely to think of a disabled person as someone in a state of constant shock about his handicap. This, of course, is far from true. But even the most helpful organizations sometimes fail to bring this point home to the average person. Hellen Tullis brings the point home through her own natural, cheerful philosophy and through presenting handicapped people directly to a large unhandicapped audience. . . ."

Donald Kirkley reported the Baltimore event in his column "Look and Listen with Donald Kirkley," in the *Baltimore Sun* next day, saying in part:

"Mrs. Hellen Tullis, looking prettier than a color TV picture, gracefully ac-

cepted her *McCall's* magazine award yesterday at a luncheon held in her honor at the Sheraton-Belvedere Hotel. She thanked Governor McKeldin for his little speech about her and paid tribute to her 'little shadow,' Prince, the Leader dog, who celebrated the occasion with his customary calm, with a pink carnation in his harness. He has guided his blind mistress through the streets of Baltimore for 'four and a quarter years.'

"Ready to burst with pride was George R. Tullis, husband of 'the outstanding woman in radio and television for 1953,' sitting on the other side of the Governor.

"Mr. Tullis, secretary to the commandant of the Coast Guard in Baltimore, had good reason to be proud. . .

"WMAR-TV received a scroll for making Mrs. Tullis's program 'As You Can See,' possible; Dan Mich, of *McCall's*, presented it to E. K. Jett, director of the station. In a brief acknowledgment, Mr. Jett said he hoped it would be possible to find a network spot for the show.

"Why not? It is far superior to many of the daytime programs, it is unique, it can be greatly expanded, with an investment of money and time. It has an intelligent theme—the education of people in the matter of easy and proper behavior in the company of handicapped persons; it has warmth and kindness and human interest, and an inspirational quality. . . ."

* January issue of *McCall's Magazine*.

* *Baltimore Sun*, Jan. 6, 1954

500 College Scholarships

P. C. POTTS

AN INTERESTING STORY began to unfold more than twenty-five years ago when the scholarship program of the American Foundation for the Blind was started. Robert B. Irwin, then Director of Research and Education of the Foundation had had a hard struggle in working his way through college and had been enabled to continue his graduate work by means of a scholarship. He wished to extend this opportunity to other ambitious blind youths and this wish was shared by Mr. M. C. Migel, the president of the Foundation.

With the assistance of Felix Warburg, Charles W. Brown, readers of the Christian Herald, and others, five scholarships of \$250 each were awarded in 1925.

Since then the program not only has been continued but has been expanded—to eight scholarships in 1926, and to from 14 to 18 since 1928. In 1944 the amount of the grant was increased to \$300. In all, 244 students from 41 states, Washington, D. C., Hawaii, Canada, Mexico, Cuba and Brazil have been benefited by these awards. From the beginning it has been customary to renew the scholarships of students who were making a good record, until they were graduated from college or attained their objective, and 508 scholarship grants have been made.

As time has gone on, competition for the awards, and the requirements which had to be met by the applicants, have been systematized and become more fixed. Nevertheless, this service has remained one of those which the Founda-

tion renders to blind individuals directly rather than through other agencies. Members of the staff have taken a personal interest in the applicants for scholarships and have helped to explore other possible sources of funds in order that as many persons as possible might be benefited.

The members of the scholarship committee have spent hours studying the qualifications of candidates and then worried for fear they had not done some candidate full justice.

The program itself was not only admirably conceived but well planned. It was suggested that the committee consist of "a trustee of the American Foundation for the Blind, a person active in the education of blind youth, a person active in work for the adult blind, the director of education of the American Foundation for the Blind, with the president of the Foundation as an ex-officio member." Except for the trustee of the Foundation, such a committee functioned actively until 1951, when a regional plan was adopted.

The country was divided into six sections and three educators of the blind from three of these sections served on the committee with Mr. Migel for three years. Recently three others from the other three sections have been appointed for the ensuing three years.

Basis for Awards Varies With Conditions

Originally the awards were "for professional, vocational, or definitely pre-vocational study." At one time there

was some discussion of the "possibility of limiting the scholarship awards to those who had completed the prerequisite general education." It was decided that this would work a hardship on many promising students who might need scholarship aid. However, it soon became customary, and later a regulation, not to give scholarships to students until they had completed two years of college work, or had completed "the general educational requirements for admission to the technical or professional schools of their choice."

With the passage of the Barden-La-Follette Act, it was realized that "students ready for professional or voca-

tional training should be able to secure financial assistance from the rehabilitation agencies, whereas students who were just beginning their college education and could not claim that it was directed toward a given vocational objective might not be able to qualify for rehabilitation." Consequently, the Foundation scholarships were made available to all blind students in institutions of higher learning, but awards were limited to those who could not secure adequate assistance from rehabilitation or other public funds available in their respective states.

The matter of how long scholarship aid should be continued has caused

CURRENT SCHOLARSHIP AWARDS

Six new scholarships and twelve renewals have been awarded by the American Foundation for the Blind for the current year. These eighteen students have as vocational objectives not only work with the blind but competition with seeing professionals in such fields as college teaching, social work, music, law, the ministry and chiropractic. In addition, this year the Foundation awarded forty-two scholarships of \$100 each to assist students, seeing or blind, to pursue advanced studies in work for the blind at various summer schools.

NEW SCHOLARSHIPS

The six new general scholarships went to Shirley Donahue of Vermont, who is specializing in philosophy at Columbia University; George Eggleston of Virginia, a student at Howard University; Lorraine Gaudreau of New Hampshire who is attending Smith College; Abraham Nemeth of New York, a student of mathematics at Columbia University; Betty Sigle of Oklahoma, who is at the Overbrook School for the Blind preparing for home teaching; and Dallas Stroschein of Idaho, who is studying at the Palmer School of Chiropractic.

RENEWALS

The scholarships of the following were renewed for another year: Margaret Barlow of West Virginia, who is studying home economics at Marshall College; Richard Evensen of Massachusetts, specializing in government at Boston University; Lillian Knoll of New York, a senior at Queens College; Emerald McKenzie of New York who is taking up social work at New York University; Theodore Messenger, Jr., of Washington, D.C., specializing in philosophy at Johns Hopkins University; Wayne S. Moody of Massachusetts, who is studying at Boston University School of Theology; James O'Keefe of Minnesota, a student of social work at the University of Minnesota; Hugh Pharis of Georgia, who is studying music at La Grange College; John C. Pine of Illinois, specializing in history at the University of Colorado; Howlett P. Smith of Arizona, studying music at the University of Arizona; Lelah D. Thomas of West Virginia, a music student at West Virginia University, and Robert Whitstock of New York, studying at Harvard Law School.

some concern. In 1931 a member of the committee wrote, "If we allow a B.A. an extra year or two to get his M.A., to be consistent we would have to allow the M.A. two or three years more to get his Ph.D., and with more desirable applications for scholarships than we can accommodate, I am wondering if it is wise to do this."

There has been some difference of opinion among members of the scholarship committee as to the advisability of awarding scholarships to graduate students. Some have felt that when a boy or girl was graduated from college he or she should be able to make a living and continue to improve without further assistance. Others have felt that persons capable of obtaining a Ph.D. degree or graduating from a school of social work can render greater than ordinary service and should be helped to attain such an objective. The latter philosophy seems to prevail at the present time.

From the beginning, one of the principal criteria for the awards was the "practicability of the vocational objective" of the student. Even in the first screening, in 1925, the application of a deaf-blind girl was eliminated because she seemed to have "no reasonable objective." Of course, with different backgrounds of experience, in business and with blind persons, different members have favored certain vocations and questioned the practicability of others. Also there have been some shifts of emphasis with the passage of time. For a number of years the study of osteopathy was favored because of the large number of blind persons who were successful in that profession. But the American Medical Association closed the doors of the colleges of osteopathy, one by one, to blind persons and they had to find other opportunities. With the stimulus given to social welfare

work by the federal government many positions as home teachers and social case workers have been created, and these have been the most promising professions for blind persons for several years. In 1944, 18 out of 24 students who received scholarships or grants-in-aid were preparing for social work or home teaching.

The scholarship students have attended a great number of different colleges and universities. In the past some few have attended special schools, studied music with private teachers or studied abroad, but it was difficult to evaluate such study, and awards are now limited to full-time college or university students, in the United States.

The American Foundation for the Blind has never made any distinction in its service program because of race, color or creed and 41 grants have been made to 19 Negro students. Three of these received the Charles W. Brown Memorial Award Medal, one was elected to Phi Beta Kappa, and one was graduated *summa cum laude* and another *magna cum laude*.

From the very beginning, in addition to the regular scholarships, special grants-in-aid have been made to meet emergency needs of other blind students and to enable some persons to attend summer schools. In 1951 the program was extended to provide special scholarships for the summer session for teachers and workers with the blind and for teachers of deaf-blind children. These have been continued, but since most of them are awarded to seeing persons they need not be discussed here.

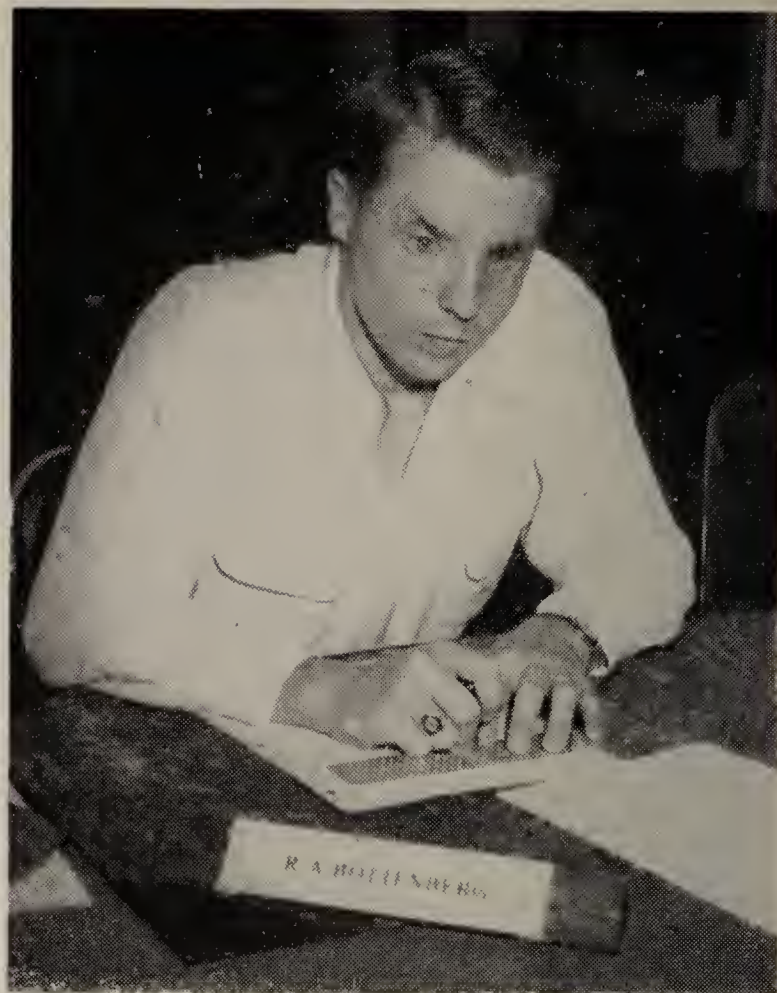
However, another scholarship must be mentioned. The Helen Keller Scholarship for the Deaf-Blind of \$1000 per year was first awarded to Robert Smithdas, who entered St. John's University in 1946 and was graduated *cum laude* in 1950. It was next awarded to

Richard Kinney and enabled him to complete his college course which had been interrupted by deafness. He held it for two and one half years and completed his requirements for the B. A. degree at Mount Union College in January of this year.

Results of the Plan

The value of the scholarship program and the efficacy with which it has been administered is proved by the success of many graduates. Some have obtained staff positions with federal, state and private social agencies, others are college teachers, a few have become ministers, judges and members of the legislature, and many have been successful in osteopathy, other professions and small businesses. A few of them are not working in the fields for which they were trained but these acknowledge the fact that their college work has been helpful in obtaining employment.

Naturally, this service of the Foundation has been deeply appreciated by those whose opportunities have thus been greatly extended. A quotation from a recent letter must suffice. "It is heartening to know that the Foundation has seen fit to grant me a third scholarship. I have indicated many times . . . how grateful I am to be receiving it. But it might not be too impertinent for me to say how much I admire the broad, idealistic aspects of the Foundation scholarship program. It is good because it contributes to the dissemination of knowledge, and because it subsidizes the pursuit of truth. And it is laudable because it assists those who might otherwise be at a disadvantage in equipping themselves to provide for their own security. I am honored to be a participant in such a program, and to have been selected to try to advance its worthy principles. I shall try."



Air Force Photo

Blind Veteran Researcher for Air Force

AT THE HUMAN RESOURCES Research Center, Lackland Air Force Base, San Antonio, Texas, can be found a man who exemplifies the often repeated fact that the seriously handicapped can fill useful and important jobs. He is Mr. Robert A. Bottenberg, a personnel research and selection psychologist at the Center's Personnel Research Laboratory, who was blinded as a result of wounds received during World War II.

At the laboratory's Aptitude Measurement Division, Mr. Bottenberg's work involves the study of the ability of U.S. Air Force basic trainees to solve complex mechanical problems. The end result of his work is the development of experimental tests which can be used to predict those trainees who will successfully complete Air Force techni-

cal school training and be proficient on the job. His work also includes the improvement of the content of Air Force tests already in use and the methods of using them. This research actually increases the pool of potentially skilled manpower available to the Air Force, a basic aim of the Personnel Research Laboratory.

Mr. Bottenberg's duties require a certain amount of statistical work to determine from experimental test results how reliable the tests are and whether they can be considered good predictors of aptitude for technical training. To facilitate his work, a braille calculator is being obtained for Mr. Bottenberg by the Human Resources Center to be used as an aid in tabulating data.

The Personnel Research Laboratory is a part of the 6561st Research and Development Group, one of six research and development groups and three detachments under the supervision of the Center headquarters, located at Lackland AFB. The laboratory is responsible for conducting research toward the improvement of the use of manpower available to the Air Force.

Personnel Selection

The Center's over-all job or mission is to conduct psychological research toward improving the methods of selecting and training men and women for Air Force jobs. Areas of research, in addition to personnel classification and selection, include perceptual and motor skills training, pilot and radar observer training, armament systems training, technical training, and crew training. Research in these areas is carried on at Chanute AFB, Ill., Goodfellow AFB, Tex., Keesler AFB, Miss., Lowry AFB, Colo., Mather AFB, Calif., Randolph AFB, Tex., Sampson AFB, N.Y., and Tyndall AFB, Fla.

Heading the operations of the Center are Colonel Herbert N. Cowles, commander, and Dr. Arthur W. Melton, technical director. The Center is a subordinate unit of the Air Research and Development Command, Baltimore, Md. Lieutenant General Donald L. Putt commands ARDC.

Mr. Bottenberg, a native of Kansas City, Mo., entered the army in 1943, and after his training was assigned to an infantry unit. In 1945 the 63rd Division, of which he was a member, took part in a general assault on German fortified positions east of the Rhine River. It was during this assault that a mortar shell exploded near him. A fragment from the shell pierced his left temple, passed behind his forehead and lodged against his right temple.

The optic nerve was destroyed by the fragment and Mr. Bottenberg spent months in the Avon, Conn., Old Farms rehabilitation hospital undergoing treatment and hospital rehabilitation. He was released from the hospital on July 5, 1946.

After his discharge from the hospital, Mr. Bottenberg married the girl he had met at junior college in Kansas City prior to entering the service.

Determined to finish the college work that was interrupted by the war, he entered the University of Missouri. Because of his handicap he was unable to continue his studies in chemical engineering, so he switched to the field of psychology.

Mr. Bottenberg then entered Stanford University where he completed all the work toward his doctor's degree except for the dissertation before accepting the civil service job at Lackland last June. He expects to finish his dissertation soon.

In addition to being accomplished in the use of braille, Mr. Bottenberg is equally adept in writing out messages

in longhand. He possesses a remarkable memory which enables him to point without mistakes to illustrations he has written on a blackboard during a talk.

In the months that he has worked at Lackland, Mr. Bottenberg has come to

be regarded as a very competent mathematician. He is able to recall complicated mathematical formulas with complete accuracy.

Mr. Bottenberg and his wife, Gene, have three small daughters.

Editorially Speaking

ETHICAL MATURITY

WHAT SEEMED A LONG time in coming a few years ago with respect to action concerning unethical practices in some nonprofit service organizations for the blind has now become reality.

The first applications for the American Association of Workers for the Blind Seal of Good Practice have been evaluated by the committee elected to do that job, and by the time this is in print probably more than a dozen agencies will have acquired the official seal attesting to the high quality of their operations.

It is in connection with the fund-raising practices of any philanthropic organization that the general public is most often aware of questions of ethics. But the exploitation of individuals' handicaps is equally censurable with fraudulent fund-raising, even "for a good cause," and is condemned by right-thinking people as a violation of personal dignity and rights.

The concern about the necessity for some kind of positive action to protect blind people and the public was implemented by the A.A.W.B. nearly three years ago. An ever deepening conscience

among the great majority of agencies for the blind had led to that action, and has gained increasing acceptance to this moment of a code designed to discourage unethical practices where they have existed, and ultimately to put spurious agencies out of business. The agencies represented in the A.A.W.B. spoke from the strength of moral rectitude when they voted to adopt the code. By inference they give public notice of their position, and it is logical to expect that those whose operations come under the purposes intended by the code will seek the official seal of good practice in large numbers.

The fact that such a plan is democratically self-imposed and self-operated is reason for confidence in the Association.

A sensitive conscience, great integrity, sincerity of regard for the needs of blind persons, and high-minded leadership have brought about the standards to which the members of the A.A.W.B. aspire. As we see it, the climate of ethics in which the leading agencies and their administrators are functioning has never been more salutary.

"MEN TOWARD THE LIGHT"

THE AMERICAN FOUNDATION for the Blind and the Industrial Home for the Blind, Brooklyn, jointly announce a list of thirteen films dealing with the problems, and solutions for them, of blind people. The films constitute a series designed for television and group presentation; yet each is a complete unit in itself and can be used without reference to the others. Each film is about 13 minutes.

Dramatic and compelling, each of the films portrays in a gripping manner some aspect of blindness and suggests a solution. As is apparent, therefore, the series is specifically planned for the purpose of familiarizing the public with the meaning of blindness, the limitations it imposes; and of dispelling misconceptions about blindness and blind people.

Max Arman, Public Relations Director of the Industrial Home for the Blind, is the producer of the series, and Dr. Gregor Ziemer, Director of Public Education, American Foundation for the Blind, is consultant. The narration is by John Daly, noted TV personality, and by Eva LeGallienne, famous lady of the stage. Photography is by Charter Oak Telepictures, of New York. In addition to the narration, there is musical background. Many of the actors are blind people.

These are not staged artificial sophisticated productions, but intended to present to the lay viewer a true-to-life picture of the services, aids and advice available to the blind; they reveal what normal lives blind people can live; and

what sighted people can do to educate themselves about the subject of blindness.

This is the first time that films on blindness have ever been produced for TV. WPIX-TV, New York, will run the whole series on a weekly schedule of 13 weeks for viewers in the New York metropolitan area, beginning Sunday, March 14, 12:45 P.M. CBS-TV is also expected to run it soon. The ABC nation-wide network will run the first film of the series, "Man With a Question," written by Gregor Ziemer, at a date to be announced.

Agencies Arrange Local Showing

Many local agencies throughout the country will be desirous of procuring the films for telecasting over their local stations and for group showing in their public relations activities. Arrangements can be made for loan or purchase of any or all in the series. Films are 16 mm. The loan arrangement is for a two-week period; the rate, \$10.00 per film. The prices of films purchased are \$40.00 per film in black and white, and \$110.00 per film in color (No.'s 2 and 3 only, in the order listed below, are in color.) Provision can be made for local agencies to use their own agency slide and referral notices in connection with their local showings. Further information can be obtained, and orders placed, by writing to the American Foundation for the Blind.

"Men Toward the Light" is the name

of the series. In ordering, they should be identified by number, as listed here:

1. **MAN WITH A QUESTION**
Where can you get information about blindness? This film answers the question.
2. **LITTLE MEN AND LITTLE WOMEN**
Blind children and their parents; a complete pre-school program. (Black and white or color).
3. **EVE OF LIFE**
The aging multiple-handicapped blind, and a program for their rehabilitation. (Black and white or color).
4. **WOMAN OF THE HOUSE**
The blind housewife at home; a full, happy day.
5. **MAN OF THE HOUSE**
A blind man is not helpless in his own home.
6. **MAN WITH A CHANCE**
Vocational testing and training help to make a blind man's life a normal life.
7. **WHEN YOU MEET A BLIND MAN**
What should you do when you meet a blind person?
8. **MAN WITH A STICK**
Blind people walk about freely; but they must learn how to do it. Watching them learn is a challenge.
9. **MAN AMONG MEN**
Blind people can and want to work. How employment opportunities and placement programs help.
10. **THERE IS A SILVER LINING**
The deaf-blind have a complete program of rehabilitation. They need not be "the loneliest people on earth."
11. **MAN AT PLAY**
Blind people need and love recreation. Watch them at play.
12. **MAN WITH A HOBBY**
Blind people appreciate hobbies. A Day Center helps them ride their hobby horses effectively.
13. **WHAT A BLIND MAN SEES**
What the human eye sees under various conditions of blindness.

SEAL OF GOOD PRACTICE AWARDS

Last July the Twenty-seventh Convention of the American Association of Workers for the Blind, meeting in Washington, D. C., adopted a Code of Ethics in the hope that this would be a forward step in a move to self-police the field of work for the blind, designed to promote general improvement in public relations, fund raising and program efficiency and at the same time thus to protect the contributing public and the blind client from exploitation by undesirable elements such as do have a way of insinuating themselves into many fields of endeavor.

Following the adoption of the Code of Ethics the convention elected a committee of five under the chairmanship

of Dr. Francis J. Cummings, Executive Secretary of the Delaware Commission for the Blind.

This committee is charged with the responsibility of receiving applications for the Seal of Good Practice, of evaluating them, and of approving and awarding the Seal to those agencies found to be meeting the requirements of the Code. (The Code was printed in full in the September, 1953, issue of the New Outlook for the Blind.)

The Code Committee has held several meetings and has examined a number of applications for the Seal and is now happy to release the following names of agencies which have been awarded the Seal for a one year period effective

from January 4, 1954. These agencies are:

Cambria County Branch
Philadelphia Branch

American Foundation for the Blind
American Printing House for the Blind
Boston Aid to the Blind, Inc., Jewish Guild
Cleveland Society for the Blind
Kentucky Workshop for the Blind
Massachusetts Division for the Blind
Michigan Division of Services for the Blind
New York Association for the Blind
Braille Institute of America, Inc.
Provisional awards of the Seal of Good Practice have been granted to:
Pennsylvania Association for the Blind

The *New Outlook for the Blind* will attempt to report monthly on all subsequent awards.

As awards are made, the information is forwarded to the National Better Business Bureau and to the National Information Bureau, both of whom in turn distribute it throughout the nation via their regular channels.

All agencies who desire to be approved should request application forms from Alfred Allen, Secretary-General, The American Association of Workers for the Blind, 15 West 16th Street, New York 11, New York.

American Association of Workers for the Blind

Founded 1895

This is to certify that

BRAILLE INSTITUTE OF AMERICA, INC.

having qualified under the terms of the Code of Ethics of this Association,
is hereby awarded the

Seal of Good Practice
for one year from this date.

Issued this 19th day of January, 1954.



Mr. E. Robinson

President

Alfred Allen

Secretary-General

James T. ...
Chairman, Committee on Ethics

Current Literature

✧ *Counselors Guide; How to Find Employment and Place Blind Persons on Jobs of an Industrial Character in Non-industrial Areas*, by Hiram Chappell, Washington, U.S. Office of Vocational Rehabilitation, 1953. (Rehabilitation Service Series No. 238.) This booklet lists the factors which govern the character of an industry, and examples of the type common to each are given. Sources of information on industries located in such communities, as well as sources of information regarding clients, are outlined. Considerable attention is given to indicating methods which can be effectively used in assisting the client to evaluate his own abilities and select a suitable employment objective. Examples are listed of jobs of industrial character usually found in non-industrial areas which have been successfully performed by the visually handicapped.

✧ "The Preschool Blind Child and His Needs," by Berthold Lowenfeld, *Exceptional Children*, V. 20, No. 2, November, 1953. The increase in the number of blind children in the United States in the past 10 years is pointed out, and the resulting emphasis on the need for information on the training of young blind children. The author discusses briefly the needs of parents, the needs of the children, objectives of services, visiting teachers, day nurseries, residential nurseries, and group work with parents, and states that he believes that the continuing services of visiting preschool workers are essential, and only when they are available can other services be used effectively. A bibliography is given at the end of the article.

✧ "Intelligence Tests for Visually Handicapped Children," by Geraldine Scholl, *Exceptional Children*, V. 20, No. 3, December, 1953. In this article, the author mentions the various intelligence tests that have been adapted for the visually handicapped, and reports some of the experiences encountered in the use of the Wechsler Intelligence Scale for Children, at the Michigan School for the Blind during the past school year. She describes the adaptations that were found necessary to administer the test to this type of student, and attempts an evaluation of its merits for blind and partially seeing children. Because the test was administered to only 23 students, ranging in age from 7 to 14 years, it is not possible to draw any valid conclusions about the use of the test.

✧ "Development of the Infant with Retrolental Fibroplastic Blindness," by Arnold Gesell, M.D. *The Field of Vision*, V. IX, No. 1, December 15, 1953. Although uncomplicated prematurity in itself does not seriously change the usual course of behavioral development in an otherwise healthy infant, Dr. Gesell points out that retrolental fibroplasia is doubly charged with development factors, due to impairment of vision and prematurity. Various factors must be taken into account in appraising the development of the infant with retrolental fibroplasia, but a case is cited briefly to indicate that this condition does not necessarily produce permanently serious retardation. Some guidance suggestions are given for parents of blind infants, and emphasis is placed on the warning not to let the baby retreat into himself during these fast growing months.

✧ "The Blind Man Who Brought Light to Egypt," by Donald Robinson, *Read-*

er's Digest, V. 64, No. 381, January 1954. This is the story of Taha Hussein, a 64-year-old Egyptian author and educator, who for 30 years has led the fight against ignorance and oppression in the Middle East. Blind from the age of three, he was awarded, at the age of 24, the first Ph.D. to be given by Cairo University. He is on a committee to draft a new democratic constitution for Egypt.

✿ "The Frequency of Physical Disability in Children," by Louise S. Barker, Maxine Schoggen, Phil Schoggen, and Roger G. Barker, *Child Development*, V. 23, No. 3, September 1952. The investigation reported in this article had two aims: (a) to compare the adequacy of laymen, teachers, and physicians as sources of information regarding the frequency of physical disability in children, and (b) to make a census of physically disabled children of Jefferson County, Kansas. The survey includes statistics of visually handicapped children.

✿ "The Torment and Triumph of Helen Keller," by Ethel Delston, *World*, V. 1, No. 5, January 1954. A summary of Helen Keller's life and career, stressing her triumph over seemingly insur-

mountable obstacles. Her world travels and efforts in behalf of the blind of many countries are related, and the honors that have been awarded her.

✿ "'I Ski, Though Blind,'" by Dr. Ernst Fischer, *Ski* magazine, V. 18, No. 4, January 1954. The author recounts his reasoning that, having experienced the possibility of skiing back to camp one snowy night with vision nearly completely blocked in the darkness and snow storm, in the days before his blindness, the blindness he incurred as a result of service in World War II need not prevent his continuing his favorite sport. He describes the methods of the learning period and the continuing technique a blind skier must use. A companion-guide is required to break trail and to lead by voice and by swish of skis, and practice is required to learn to follow the track by the feel of the snow. Skiing by groups of blind persons, in various formations, is described. An editorial comment states that "additional information on blind skiing may be obtained by writing either to the author at Geusaugasse 8, Vienna III, Austria, or to Dr. Fischer's cousin, Mrs. Rudolph Beck, 461 Crestwood Road, Fairfield, Conn."

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BOOK REVIEW

Active Games for the Blind—by Dr. Charles E. Buell. Published by the author. 74 pp. 4 pictures.

REVIEWED BY

• JOHN HORDINES*

[Editor's Note: This book is a reprint of Chapters 2, 6, 7, 9, 10 of Dr. Buell's *Sports for the Blind*, first published in 1947. We are glad to publish the present review of this volume in order that the field may know of it and may have a reviewer's evaluation.]

Dr. Buell has been in blind school work for many years, and is at present Director of Athletics, California School for the Blind. He writes with an understanding of the many physical and psychological problems that confront both a teacher and a student of physical education. He points out that there are about 5,500 blind children in residential schools and one thousand in public school classes throughout the nation. The main emphasis is placed on the need for more active participation of sightless pupils in sports and recreation. He points out the carry-over value that can be taken into post-school life.

The seventy-four-page paper bound

* Mr. Hordines is Director of Physical Education at the New York Institute for the Education of the Blind.

and illustrated booklet gives detailed descriptions of athletic competition for sightless individuals. Sixty-five active games are described, sixty-three different types of contests are listed, and forty relays are explained. There is also a chapter on outstanding blind athletes, past and present, who have distinguished themselves in the athletic world.

The author describes new successes in sports at the New York Institute, such as archery, golf, giant volley ball, crew (rowing), MacCall baseball, and trampoline activities. Included is an excellent program of badge tests that should help motivate pupils to practice gymnastics after school hours.

The entire booklet is well written. It should be of assistance to teachers in handicapped work, especially those in public or residential schools where physical education activities are few or non-existent.

It is extremely difficult to visualize students participating in many of the different sports listed. More photographs would have helped the uninitiated to better understand how handicapped people can participate in various sports and games.

Taken in its entirety, Dr. Buell's book is a valuable addition to the field of specialized physical education. Unfortunately, statistics show that blindness among youths and adults is on the increase. Therefore, careful guidance in physical activity, for this group, is just as necessary as for people with all capabilities.



Cleveland Society's New Shop Building

ON SUNDAY, JANUARY 10, 1954, the Cleveland Society for the Blind held open house at its new industrial shop building at 2275 East 55th Street. This new building is an addition to the old shops which have been completely modernized and relighted. The new building is constructed on the property given to the Society by Mr. Caesar A. Grasselli in 1918, and in order to make room for it the Grasselli house, which was built in 1882, was dismantled. This house had served as the headquarters of the Society until 1951, at which time the Social Service headquarters were moved to 1958 East 93rd Street.

The new shop building houses five different operating departments, the Retail Sales Department, and the offices of the Concession Stand Program. The shop now employs 90 blind people daily but the new space will provide space for the employment of 180 per-

sons. In addition to manufacturing, the shop serves also as a work training center and is used as a training facility by the State Rehabilitation Services for the Blind.

The old building contained 21,261 square feet; the new building adds 25,993 square feet, or a total now of 47,254 square feet. Incorporated in the new building are very modern locker room facilities for both men and women, a medical room, modern office space, a large loading dock, and a garage area sufficient to house eight trucks.

The new building was built at an approximate cost of \$283,000. A very modern kitchen and lunch room are provided for use of the employees, and an attractive lounge has been developed as a smoking area for rest periods. This new building should enable the Society to be increasingly helpful to a larger number of blind people in the area.

LATIN AMERICA GETS BRAILLE PRESS

THOSE WHO ARE CONCERNED with the administration of services for the blind throughout Latin America have long been aware of the acute shortage of braille textbooks in schools for the blind and the lack of magazines and general literature for adult use. In the past there have been two main reasons for these shortages.

Firstly, the allocation of braille symbols, particularly for contractions and abbreviations, varied from country to country. Thus literature published at any of the few functioning braille printing houses had a highly restricted circulation, generally being confined to within the country of origin.

Secondly, the total output that could be achieved by all existing plants was insufficient to meet the total need.

During the last two years steps have been taken to meet and overcome these problems and to ensure a fuller and wider dissemination of braille books and magazines throughout the area. At the Montevideo Conference on Spanish-Portuguese Braille held under UNESCO'S auspices in December, 1951, full agreement was reached as to the future allocation of braille symbols, including the controversial field of contractions and abbreviations. As a result, books published in Caracas and Buenos Aires, may now be read intelligibly by blind readers in any Spanish speaking country.

Early in 1953 the American Foundation for Overseas Blind, New York, and the Kellogg Foundation, Battle Creek,

Mich., agreed to jointly finance the establishment of a modern braille printing plant in Mexico City, whose output would be sufficient to serve the requirements of all the Central American republics. The government of Mexico agreed to allocate space within the newly constructed Institute for the Rehabilitation of the Blind, while the Junior League of Mexico City undertook to accept administrative responsibility for the plant's operation. In order to ensure that the project would be conducted in accordance with modern principles the Kellogg Foundation granted six-month fellowships in the United States to Mrs. Consuelo Hidalgo who will direct the printing department and a shorter study tour to Mrs. Janet Blair, Chairman of the Junior League's Welfare Committee. The programs of both students included detailed study and training at the American Printing House for the Blind, Louisville, Kentucky.

The shipment of braille printing machinery and materials, timed to coincide with the students' return to Mexico, has now been completed and installation is now in progress. The gifts of the two U.S. Foundations include a press, two stereotyping machines, book and magazine stitching machines, metal printing plates, paper and auxiliary equipment. The project promises an adequate supply of books and periodicals that have formerly been denied the braille readers of Central America.

NEWS BRIEFS

✪ Dr. Newel Perry, noted leader and pioneer in work for the blind, retired in December, 1953, as president of the California Council for the Blind.

He was honored at a banquet at the Fairmont Hotel in San Francisco, on the occasion of his retirement. Over 100 persons, including many legislators, attended the affair.

Dr. Perry's philosophy can be summed up in two statements he gave the press: "I have had more fun out of life than lots of people. . ." and "I guess I had a good deal of nerve. I didn't want to give up a thing just because I was blind. For the blind, defeatism can be a disease."

Dr. Perry's career is proof that he "never gave up a thing" because of his blindness. He attended Berkeley high school, the universities of California, Zurich and Munich (where he got a Ph.D. in mathematics) and directed the advanced studies at California School for the Blind for 34 years. He founded the California Council for the Blind.

It was while Dr. Perry was in Europe that he became interested in work for the blind. From the beginning he challenged the then-prevailing attitude that nothing much could be done for the blind. He also became convinced that the education of blind children must begin very early. In 1907 he persuaded the New York State Legislature to appropriate money for readers for blind students in universities and colleges. He then went to California where he succeeded in getting similar legislation enacted.

His next task was two-fold: convincing the employers of California that the blind could do useful, gainful work, and getting aid for the needy blind. Today there are more than 1000 blind persons employed in California. When Dr. Perry began his campaign there was only one blind man gainfully employed in the state.

At the banquet in his honor, Dr. Perry said: "The blind need to be trained early to have audacity, nerve and courage . . . they must work out their own salvation like everybody else."

✪ An estimated 14,000 men and women in Kansas alone are losing their sight from glaucoma, Dr. Franklin Foote of the National Society for the Prevention of Blindness reported recently.

Dr. Foote also reported that the national average loss of sight through glaucoma is 3,500 every year.

Glaucoma is a "sneak thief of sight," Dr. Foote declared, "because it steals vision slowly, often without obvious symptoms."

Dr. Foote also stressed that the growth of the incidence of blindness due to glaucoma is going on despite the best efforts of medical research. He also pointed out that not nearly enough money is being provided for research, saying, "Every year our country pays out hundreds of millions of dollars for compensation and care for the blind—yet we spend only \$1,500,000 on research and sight conservation."

✪ Lloyd H. Greenwood, Executive Director of the Blinded Veterans Association for almost eight years, has resigned from that position in order to devote his time to writing.

A B-24 bomber pilot during World War II, Greenwood was blinded when flak entered the cockpit of his plane while he was on a bombing run over Central Europe. He was hospitalized at Valley Forge and at Avon-Old Farms.

While at Avon, he helped found the BVA, and served on the first Board of Directors. He became the BVA's first Executive Director when that position was established in the spring of 1946.

Greenwood has long been interested in a career as a writer. While at Avon in 1945, he wrote "In Wonderland," an article which was published in the *American Magazine* and reprinted in the *Reader's Digest*.

BVA President William W. Thompson has appointed *BVA BULLETIN* Editor Irvin P. Schloss as Acting Executive Director.

✪ News from Kansas indicates active expansion of the Services for the Blind department under the leadership of Division Director Harry Hayes.

Miss Margaret M. Boyle has joined the staff of the department as a rehabilitation counselor. Miss Boyle will work in the 24-county area in northeast and central Kansas. She began her duties on December 1, 1953. Her appointment brings to four the number of rehabilitation counselors now working for the department. The others include Herbert Dyer, Wichita, Doral West, Garden City, and Gerald Green, Kansas City.

Miss Boyle is a graduate of Washburn University and for 11 years worked with the State Employment Service, both in the state and Topeka offices. Previously she was a school teacher and did public relations work with the University of Kansas Extension Division.

✪ Plans for a new dormitory for blind girls at the Virginia School for the Deaf and Blind have been approved by the gov-

ernor's office and \$336,000 is available for the construction.

The new dormitory will make space available for 80 blind girls and three housemothers. The building itself will also contain the kitchen and dining hall facilities for all the school's blind students.

The dormitory will be connected by an underground tunnel to the rest of the campus so that the children will not have to contend with traffic.

✪ Two American Foundation for the Blind publications, *Hobbies of Blind Persons*, by Charles G. Ritter, and *Federal Legislation concerning Blind Persons in the United States and Insular Possessions*, by Helga Lende, have been published in braille by the Library of Congress and placed in the distributing libraries for the blind. Persons wishing to own braille copies can obtain them from the American Printing House for the Blind for \$1.90, for the hobbies booklet, and 80 cents for the one on legislation.

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CAIRO CENTER A YEAR UNDER WAY

ARTHUR N. MAGILL, SUPERINTENDENT of the Canadian National Institute for the Blind, has returned from his assignment for the UN Technical Assistance Administration as first director of the Demonstration Center for the Blind in Cairo, Egypt.

This Demonstration Center for the Blind, designed to serve Egypt and other Arab states in the Middle East, was established by the Egyptian government with the help of the UN Technical Assistance Administration. Mr. Magill first took up his duties there in January 1953. He has spent the last 18 of his 43 years working for the blind.

So successful was Mr. Magill's assignment in Cairo, that the Egyptian government has asked him to return next fall to help with further training and development plans for the center. Meanwhile, he will return to his old post as Superintendent of the Canadian National Institute for the Blind.

Home Teaching Program

"I feel very happy with what has been done at the center the first year," Mr. Magill said at UN headquarters in New York, where he reported on the year's work. "We have laid out the foundations for an over-all program



Egypt was an important stop in the itinerary of the tour in the Near East countries made by Helen Keller and Miss Polly Thomson in 1952. With them are shown His Excellency Zaki Ali Pasha, Associate Director of the Egyptian Association for the Welfare of the Blind, and Mme. Marzeuk, Minister of Social Affairs, Department of Social Services.

to help the blind, not only in Egypt, but eventually in other Arab states. True, we're just starting but already, through the home-teaching program for instance, we've been able to contact 600 blind persons in their homes and offer them help. Once this thing gets started, it will snowball throughout the Middle East."

75,000 Blind in Egypt

The 1947 census showed that there were 75,000 blind in Egypt alone. The incidence of blindness is very high in the Middle East. Despite public health measures, the figures are still high—about four in 1000 persons, compared with one in 1000 in the United States.

The center is considered a pilot project, Mr. Magill explained. This year, the center's braille printing press has published textbooks in Arabic braille for the first time, and the first braille lending library in that part of the world is being developed.

There are four main aspects of the center's work:

1. A model school where blind children will receive a standard of education equal to that for sighted children in ordinary schools. About 56 youngsters aged between six and 15 are at-

tending school in the center at present.

2. A home-training program for personnel who will help the blind in their homes. Already 13 have been trained for this project.

3. An employment service, which will provide a workshop at the center and will also encourage the blind to work at home. In addition, the center will try to find jobs for the blind in industry—in perfumery plants, for instance, or soft-drink factories.

4. A regional center will train personnel to work not only in Egypt, but in other Arab states.

TAA Contribution

The UN Technical Assistance contribution to this program includes three experts, three fellowships for nationals, braille printing equipment, a year's supply of material for printing, and funds for the purchase of educational and home-training equipment. This year TAA will provide some shop equipment. The Egyptian government provides the Center's annual operating budget, including the spacious three-story building, which houses dormitories, classrooms, vocation and handicraft workshops, and auditorium and administrative offices.

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IN THIS ISSUE

WE ARE INDEBTED TO THE PUBLIC Information Office of the Lackland Air Force Base for the article written especially for the *New Outlook*, describing the remarkable work of Robert A. Bottenberg, personnel psychologist at the Human Resources Center at Lackland AFB, San Antonio, Texas. Mr. Bottenberg is also a member of the Board of Directors of the Blinded Veterans Association.

JOSEPH C. DANIEL, JR., who contributes the article on the possibilities in the study of ornithology by blind children, is at present an instructor of Biology at the Adams State College in Alamosa, Colorado. He has also spent a year as instructor of laboratory at Denver University. He received his B.S. degree at St. Louis University in Michigan and his M.S. at the University of Michigan. He is at present working on his Ph.D. at the University of Colorado. During his other activities Mr. Daniel has also interested himself in youth service work and in activities for blind youth.

ALBERT G. GORSON, Executive Vice-president of the Louis Braille Music Institute of America, who writes about the work of that organization and its future plans, is well-known in the field of community service and public relations. He has charted new projects and, as in the case of the Music Institute, developed them into programs of significant national importance. Mr. Gorson is a writer of considerable experience, specializing in articles on various aspects of social service.

ESTHER L. MIDDLEWOOD CONTRIBUTES a fine paper delivered originally before the Sixteenth Annual Parent Institute and Play School for parents and their visually handicapped children, in Michigan. She has many years' experience in work with children; she took her training at the Kalamazoo Child Guidance Clinic and later was employed by the Muskegon Child Guidance Clinic as a

psychiatric social worker, and is at present director of the Michigan State Department of Mental Health. Miss Middlewood received her B. A and M. A. from the University of Michigan, and is now working there for her doctorate.

DR. P. C. PORTS, formerly editor of the *Teacher's Forum for Instructors of Blind Children* and later of the *Outlook for the Blind*, is secretary of the Foundation's Scholarship Committee. He is now an educational consultant of the Foundation and devotes most of his time to special projects.

Obituary

CLARENCE HAWKES, 84-YEAR-OLD blind poet and lecturer, died in a Northampton, Mass., hospital on January 19, 1954. During his long and busy lifetime, the "blind poet of Hadley" published 53 books and spent 25 years lecturing on the Chautauqua circuit. His books were translated into many languages, including his autobiography "The Light That Never Failed." Several of his published works were also printed in braille. Some were also recorded on the Talking Book, most notable of which was "Hitting the Dark Trail."

Mr. Hawkes lost his left leg at the age of nine from an ankle injury. When he was thirteen he lost his eyesight in a hunting accident.

Despite his dual handicap, Mr. Hawkes, equipped with what he called his "three P's—patience, pluck and perseverance," went on to a successful literary career. But that success never brought him financial wealth. Of this he once said, "I have never made more than a living by my books, but they have made many good friends and my friends are gold."

CLASSIFIED CORNER

This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at advertising rates which are available on request.

Address correspondence to: New Outlook for the Blind, 15 West 16th Street, New York 11, N. Y.

POSITION DESIRED by single man (sighted) in institution or school for the blind. B.S. degree in Education, eight years experience with the blind as supervisor; teacher in shop and academic subjects; also public school teaching and summer camp experience. Now employed but seeks contacts for advancement next September or before. Further details supplied. Write Box 2-D, *New Outlook*.

A VACANCY WILL OCCUR on April 1, 1954, for a Senior Instructor and Business Manager at the largest blind institution in South Africa employing over 150 blind African men and women. The trades at present taught are cane work, mattress making, brush and broom making, including pan-work. The salary scale will be that laid down by the Department of Social Welfare, namely £600 with annual increase of £20 to a total of £720 plus statutory cost-of-living allowance of £14-4-8d (a beginning total of \$180 monthly); but the controlling society is prepared to consider a supplementary allowance to a highly qualified candidate who is capable of training African craftsmen as foreman-instructors. For further information concerning the work, service conditions and transport allowance, address New Outlook Box 3-D.

POSITION OPEN for psychiatric social worker to be responsible for intensive case work with parents of children in residential treatment center for emotionally disturbed preschool blind children, as well as with parents of children in non-residential home counseling and day nursery school programs. Opportunity to do play therapy if training is adequate. Worker will have psychiatric supervision and will be part of complete clinical team. Master's degree required as well as outstanding qualities of personality. Apply to Miss Eunice L. Kenyon, Executive Director, Boston Nursery for Blind Babies, 147 South Huntington Avenue, Boston 20, Massachusetts.

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An Effective Public Relations Project

*A Utilities Company and a State Commission
Show How It Can Be Done*

Frances Dickinson

IN AUGUST OF 1952 representatives of the New Jersey Commission for the Blind and the Public Service Electric and Gas Company began meetings to promote a cooking class for blind individuals. Most of these meetings were held in the Public Service office of the supervisor of home economics, Newark, N.J.

In the beginning the personnel for this project included the assistant director, two home teachers and a rehabilitation counselor from the Commission, and the home economics supervisor with two field home economists.

It was agreed that the Commission would sponsor this course under the direction of the Public Service Company. On this basis, plans were made and negotiations initiated. One home teacher who had planned and conducted a similar course on a private basis offered her record of experience and made many helpful suggestions. The events centered largely around the personnel in the field covering Morris County.

The twelve young women who ap-

plied felt that modern ways of working with food held much to be desired. They had heard about special equipment suited to their needs and were fascinated by the idea of learning to use it.

The American Legion in Morristown, N.J., made their home and facilities available. Public Service equipped the classroom with automatic and manually controlled gas ranges.

Transportation, always a major problem when a project concerning blind persons is developed, was worked out by the families in conjunction with the Commission. One family found it necessary to travel forty-two miles each way to take advantage of the course.

While the rehabilitation counselor of the Commission processed the applicants, the home economists of the Public Service Company, along with the home teacher of the Commission, mapped out the various lessons and selected their equipment. Tables were equipped with an edge of $\frac{1}{2}$ " quarter round that would keep articles from plunging to the floor. Convenient geographic layouts included ranges, tables,



entrances, lecture area and space for equipment and work trays, etc.

It was decided to let the students work in groups of two, each team having a sighted helper. There is always the problem of the sighted helper assisting too much and hindering the progress of the students. However, because the Commission worker anticipated this drawback, the helpers were cautioned again and again to assist only when requested to do so. Chairs were provided so that students and helpers could sit during rest periods and lectures.

The home economists selected the recipes and put them into pamphlet form. When the final compilation was presented it not only contained the necessary recipes, but a long list of helpful cooking information and measurements. The Lydia Hayes Memorial Association for the Blind gave its braille

committee the job of transcribing the recipe books. It was planned that each team have one braille reader and the rest who could not read braille be supplied with records made by the recording division of the braille committee in Elizabeth, N.J.

The course finally got under way in April of 1953 and those who were there will never forget the opening night. Photographers from companies, newspapers and syndicates were on hand because the public did not believe the project could be successful. Those loudest in scorn at the beginning remained to cheer at the finish line.

A breakfast of muffins, scrambled eggs (double boiler style), broiled bacon and baked apples was completed and eaten by the students, assistants and guests. All classes began promptly at 7:00 P.M. and were supposed to be over at 10:00 o'clock. However, the so-

cial hour proved so enjoyable to everyone that the clock usually reached the 10:30 mark before home was thought of, and the rush for coats ensued.

The home economists introduced two methods of teaching. One was a meal approach to the course while the other instituted a single subject and then introduced variations. For instance, the lesson on biscuits ranged from a piping hot tea biscuit to the topping on a meat pie and on to a caramel roll for a dessert. The home economists alter-

nated as teacher and assistant. Each had three lectures and demonstrations. The Commission had its representative present at all sessions to act as hostess or to fill in, should a student be absent.

After six weeks of classes, all students had learned to light burners with matches, as well as with automatic pilots. Each made a pie, a cake, cooked vegetables and meat. Each had made cream sauce and learned to operate the Mirromatic pressure cooker. Most of the equipment was purchased by the

MRS. DICKINSON AT LEFT, MISS RUTH BEAN, MODERATOR, MRS. ELINOR WEISE, HOME ECONOMICS SUPERVISOR (TELEVISION SHOW)





THE CLASS IN ACTION

Commission from the American Foundation for the Blind, Special Services Department. There were timers marked in braille, embossed measuring cups, locklid sauce-pans and specially designed rolling pins. The Public Service Company had secured embossed markings for the heat controls on the ranges. There were six weekly lessons and not a cut or burn was experienced.

At the seventh meeting, the American Foundation for the Blind had a display of kitchen equipment which had been specially featured for the use of blind housewives. Officials of both the Commission and the Company were on hand to see the students receive their diplomas. A short program of music and addresses was followed by a social hour with relatives and friends. All of the cakes used for refreshments were furnished by the blind students.

During the latter part of the course a

visitor from a near-by town offered the students an opportunity to compete in the Dover annual sale for the blind. The class accepted the challenge with enthusiasm. Each competitor had to set a card table suitable for a bridge party and serve a dessert which she had learned to make in the cooking course. She also served a beverage. All the serving was to be done in the presence of the judges. The three judges represented the Public Service Electric and Gas Company, The New Jersey Power and Light Company, and the sale committee. Classifications were made according to total blindness and partial sight. The prizes were purchased from the New Jersey Commission Home Industries Department and were donated by the women's organizations for the annual sale for the blind, Dover area.

To have written this article earlier would have deprived the record of

much value. It has taken months to learn what the course actually did for all the students involved. A few quotations may clarify how nearly the Commission and the Public Service Company reached a joint goal to help blind housewives. The following quotations have been taken from letters and conversation during home calls to the students' homes.

Students Enthusiastic

"You have no idea what the course did for me in many ways. I'm glad to have the kit of equipment, but getting with other women who have my problems, and just talking to them, made me so happy." "I never knew they had all these things for the blind to use." "I'll never use the old fashioned way of making pie crust again. This new method is so easy." "I was afraid of a pressure cooker before. Now I can't wait to buy one for myself." "It was one of the best experiences of my life and certainly since I lost my sight."

"We all appreciate the time and money and excellent planning that went into the course." "I learned so many things about food that I never knew before." "I don't look on blindness as a handicap anymore. It is just a nuisance and it was thrilling to meet others who have to put up with it, just as I do." "I've never seen my husband so enthusiastic about anything that I've attempted." "When will we have another class?"

It would seem that "finis" has been written for that particular group but plans are already under way for a similar class to be started in April of 1954 in Paterson, New Jersey. Jersey City, N.J. may also be the seat of such a project in the near future.

When a company such as the Public Service Gas and Electric Company and a state agency such as the New Jersey Commission for the Blind join hands for the betterment of blind housewives, we have reached a stage of public relations for which many have been striving for a long time.

STETSON K. RYAN TO GET SHOTWELL AWARD

THE SHOTWELL AWARDS Committee of the AAWB, consisting of Dr. Francis J. Cummings, Chairman, Mr. Francis B. Ierardi and Mr. Roy Kumpe, have selected as recipient of the 1954 Shotwell Memorial Award (consisting of a gold medal and scroll), Mr. Stetson K. Ryan, Executive Secretary of the Board of Education of the Blind, Hartford, Connecticut.

Mr. Ryan is well known to a great many members of the Association. He served the Association as secretary and as secretary-general for a ten year period from 1927 to 1937. Mr. Ryan was

also for eighteen years secretary of the Eastern Conference of Home Teachers of the Blind, and has been a trustee of the American Foundation for the Blind for the past twenty years. He has been executive secretary at the State Board of Education in Hartford for well over thirty years.

The presentation will be made to Mr. Ryan during the course of the annual Shotwell Banquet which this year will be held on Thursday, July 15, during the annual convention of the Association (from July 11 through July 16) at the Rice Hotel in Houston, Texas.

Some Guides to Placement Procedure

Douglas C. MacFarland

PERHAPS SOMEDAY, THROUGH the process of refinement of many ideas based on experiences of many people throughout the country, we can evolve an exact science of placement, but I rather suspect that as long as people are allowed free and creative expression the basic principles will be modified to fit the needs of the particular counselor doing the job. Certainly, we will all agree that there is room for improvement, and this improvement can only take place through discussion and exchange of experiences. No one has a monopoly on ideas. What we need most of all is not more experts, but people who are willing to discuss their failures and how they overcame their problems.

My interpretations are drawn from my own experiences and the experiences of those with whom I have been closely associated; they have been proven the most successful procedures for me, but they are by no means the only approach, or even the right approach for someone with a different personality structure. It is my feeling that there may be as many different approaches as there are counselors, but that we can borrow from one another and make adaptations suited to our needs.

The basic principles of establishing policy, surveying, placement, and follow-up supervision are well enough ac-

cepted so that we need not spend time dwelling on their defense. I would like only to discuss one set of techniques which I have found valuable and some of the reasons why they sometimes fail.

Establishment of Policy on Hiring

In the matter of establishing policy the following four points are of paramount importance:

1. *Whenever possible, discuss your program with top officials.* This is very important because the president or plant manager may be the only persons who can decide plant policy of this nature. Where plant policy is partially determined by the union officials, it is expedient to have the union president participate in the initial discussion with management. Needless to say, discretionary judgment should be used in this type of approach.

It is assumed that you know your program and can present it better personally than it can be interpreted by a personnel manager or employment manager. If you approach someone who is not in authority he may pigeonhole your request or, because he is not thoroughly acquainted with the program, be unable to answer the questions put to him by the higher officials. If the project is pigeonholed it is extremely difficult to bring it to the attention of

higher authority at a later date. It is only human nature to resent such an approach and even if you eventually gain acceptance you may find that you do not have the good will of subordinates that is so vitally necessary.

2. *Have your facts marshalled so that they can be presented briefly, but convincingly.* You may have only one opportunity to talk to top management, and there are many points that you want to discuss. You must also be able to show a willingness to listen. Cordiality is very essential in establishing rapport, and you must be willing to converse with the manager or president on whatever topic he chooses, but clever enough to get across your own important points. You must assume that these men are busy, and where brevity is called for you must be able to cover your entire program smoothly in ten minutes and come away with a promise of a survey, or at least an appointment for further discussion. You cannot use a stock spiel; the man isn't interested in a phonograph record, nor is he terribly interested in what the other fellow is doing in industry.

You can save a great deal of time and make a far better presentation if you make it a point to study the plant, its production, and know some of the good points regarding management policy and the particular difficulties that management may be facing. In the last analysis your best chance for success is to show the official how you can be helpful to him and his organization, not how he can help the blind. He rightfully feels that his Community Chest contributions fully discharge his responsibilities in this area.

Included in knowing your program, and a very important point, is to have one or more feasible clients ready to take employment in the plant and have their records well in mind in discussing

the practicality of a work situation. As you well know, the capabilities of blind workers vary, and even though a job may be feasible for some blind workers, it may not be a practical job for the only person that you have available at the moment. It is far better to gracefully refuse a job than to take a chance on a failure.

3. *Make certain that you leave with a definite commitment, or at least with the door open for further discussion.* If the president subscribes to the program and wants to turn it over to one of his subordinates, work toward getting a personal introduction from the president. The program will work more smoothly and quickly if the subordinate definitely knows that it has the whole-hearted co-operation of top management. If there is any question about co-operation, endeavor to have the results of the survey before the president for his review and approval.

4. Most important of all, *don't talk the ears off the man.* Leave while he is still interested in what you are saying and is eager to hear more. If you wait until the man ushers you out, you may have a difficult time to gain an audience in the future. You may have to let a minor point go, but don't try to drive it home at the risk of losing the contact.

Never push for written agreements. Companies shy away from these and are very suspicious of them. They may feel that they are getting into a government contract which they will not be able to throw off, and most of them have had headaches with subcontracts before. In our program a written agreement is only as good as the verbal commitment from the manager and as good as the client you place, so a piece of valueless paper isn't worth jeopardizing your opportunity for placement. You can crystallize your own thinking and your agency's policies in the follow-up letter

thanking the employer for his co-operation, which if written correctly and succinctly will serve to set forth your philosophy and what you expect in future relationships.

One point that should be obvious, but bears mentioning, is that one should never present his initial case by letter. A letter is a one-sided conversation at best, and it gives too many opportunities for polite refusal.

Job Content and Environment

The major concern here is a survey of the plant and the choice of the proper job or jobs. The more practical jobs that you can find, the better opportunity your client will have. It is better to place one client in a plant where he can move successfully to five different jobs, than to place five blind workers in the plant, since if one job becomes slack one blind worker must be let go before the others. Usually management does not want to show partiality, and therefore all five lose their jobs.

Do not be afraid to turn down a job that is not entirely feasible for your client. The person conducting the survey may be overexuberant; after watching your own techniques for ten minutes he may consider himself an expert in the work and pick a job that is possible for an exceptional blind worker but not at all possible for the client you have in mind. It is good to remember that it is much easier to avoid a possible failure during the survey than it is to correct the error after the client has been working on the job. You have been allowed the survey because management assumes that you will have the knowledge that it takes to pick a feasible job. If you allow yourself to be talked into accepting a questionable job, you will still be respon-

sible for the choice and management will lose confidence in you.

Choice of job not only involves job analysis and matching the worker's abilities. You must also give careful consideration to the fellow workers. It isn't wise to place a sixty-year-old man on a production line where the rest of the workers are seventeen-year-old girls. By the same token, if your client is religiously inclined it would not be advisable to place him with a group of rough brewery workers. You must also consider the work area, how close it is to washroom facilities, lunchroom, etc. Interest of the fellow workers should be explored, because if the work area is complicated, where the blind person is obviously going to need help, the best way for him to acquire such help is not by assigning a special person who is responsible for him. If he has enough common interests so that he will gather his own group of friends, he can work out the minor problems himself.

Allowable Modifications

In certain jobs special tools may be required for the blind worker. These provisions should be made by the agency before the client comes to work. The counselor may find that the rearrangement of materials will speed up a job for the blind person, and this should be pointed out to the foreman. A seat near the aisle on line production may make a world of difference to your client, and this is usually easily managed if it is discussed properly with the workers and the foreman. The understanding of his future fellow workers is vitally important to the client, so that he is not over-protected.

Although major production adjustments may make a job ideal for a blind worker, your job is to fit your client into the present scheme. If you have to make major changes in production

which will affect other members of the department, it is better to seek other outlets for employment. Remember that you have promised the management that your worker is going to be able to fit into the present pattern, and this does not mean turning the plant upside down to accommodate him. Small changes are obviously necessary and may be made willingly, but major changes will be resented by the foreman, management, and eventually by the worker himself, who will feel that he is not a part of the working group. Especially should these changes not be considered if it means tampering with piece rates. This is the easiest way to engender ill feeling in fellow workers and union leadership.

If the client is ever to take his place normally with his peers, every effort should be made to make certain that special arrangements regarding concessions on quitting time, extended breaks, etc., are not accorded the worker simply because he is blind. The blind worker may feel that these special privileges are small and necessary, but he will soon find that they tend to set him apart and work against his total integration. The client should also be thoroughly appraised of the production norms, how long it normally takes a worker to reach maximum efficiency, and what the average and top production records for the department are. If he depends on fellow workers, they may be unduly sympathetic and not give him an honest appraisal of his work progress.

Agency Responsibility

One very important point which needs stressing, not only to top management, but to everyone else who may be involved in supervision of the blind worker, is the agency's responsibility. A company is much more willing to ac-

cept a blind worker if it knows that the agency will be ready to help if and when problems arise. The counselor should stress this point as often as possible, indicating that the agency is eager to operate as an adjunct to the personnel office and it will respond immediately to a call; but on the other hand, it does not wish to supplant the personnel office where the blind worker is concerned. The agency, in effect, is selling a commodity to the company and should be ready to back up the product with certain guarantees. The counselor should clearly state this responsibility of the agency in the event of lay-off due to lack of work, unsatisfactory production on the part of the client, or personnel difficulties. Once the management staff is assured of agency co-operation in problems pertinent to employing a blind worker, the attitude toward employment will be much more receptive.

What Makes Placements Fail?

The reasons generally given for breakdown of placements are legion, far too numerous to mention in such a short discussion. This topic could provide material for a two-semester course; however, no matter what the reasons given, the underlying cause is lack of understanding and co-operation. I would like to cite three different instances indicating lack of understanding and co-operation on the part of the three groups most vitally concerned.

The first illustration might be the case of a newly placed worker who was not reaching production as quickly as the foreman expected. The foreman, in an effort to correct the situation, changes the worker to another job which he mistakenly believes will be more suitable. The second job may require some vision which the client does

not possess, or it may be feasible for a blind person but require a type of dexterity that the client does not have. The end result in either case is the same; the client ultimately fails and the foreman is discouraged with blind workers in his department because he thinks that they require more time than he can afford. He may also be very reluctant to call upon the agency, since he realizes that he has not carried out his end of the co-operative bargain. The worker is usually laid off, unless there is skillful handling by the counselor, and opening the company doors will not be very easy in the future.

In the foregoing illustration there is not only lack of understanding on the part of the company management, but the client has the responsibility to keep the counselor apprised of what is transpiring and thus help to avoid untenable situations.

A second illustration is that of a worker who has been successfully employed for several years, and because of technological changes his job suddenly becomes nonexistent. Management has found the worker very satisfactory in the past and is reluctant to let him go. If the agency has maintained good public relations with the company, the latter will immediately call upon the agency to resurvey the plant in order to find another suitable job or to replace the worker in another company if a feasible job change cannot be found. If the agency has not maintained contact, many changes may have taken place in management and they may not know where to call for help. They do not want to terminate the blind worker's employment and therefore carry him for a period of time doing essentially nothing.

This type of approach is devastating to the morale of the client and means that eventually the company itself for-

gets that blind workers can really be productive and concludes that they will never try that experiment again. Here is an instance of lack of understanding by the agency and an unwillingness to assume its full responsibility. It is also a clear illustration of lack of client understanding and co-operation with the agency. A client should be counseled to take his place in the community, but this does not mean that he should not use the advantages that the agency offers to him or that he has the right to destroy a job opportunity that the agency has helped create.

The third illustration would cover a multitude of problems which are grouped under the heading of personality difficulties. For example, a man feels that his fellow workmen have an obligation to care for his every need and is willing to give nothing in return for favors done for him. Another man may bid for a job which he unrealistically believes that he can handle, he does not get it, and he feels that he is being discriminated against by the union. Another worker becomes personally involved with a worker of the opposite sex and is bitter if the relationship does not work out to his satisfaction. These illustrations are but a few of the personality problems which may lead to failure of the placement. They are all, however, direct results of poor counseling. In these instances the lack of understanding was on the part of the counselor, who either did not comprehend his client's needs, or, understanding them, failed to help the client cope with them.

As I indicated at the outset, the ideas presented here are drawn from my own experience. They may not be entirely acceptable to everyone. I hope that others will discuss them and will expand these ideas from their own experiences, so that all may benefit.

Professional Training Courses, 1954

TEACHERS OF BLIND children and workers with blind adults have never had adequate facilities for training. This specialized lack has tended to minimize in the minds of some persons the essentiality of such training for the greatest measure of success in working with blind persons. Also, because it is difficult to find teachers who are willing to work with children, super-handicapped superintendents have not insisted that such persons have special training to teach blind children before they have attempted to do so. Even in some states in which persons cannot teach without a license, officials of the state licensing agencies, realizing that *they* know little about the education of blind children, and what should be expected of their teachers, have sometimes too readily granted them special certificates when they did not have the qualifications for regular certification.

Because of the seriousness of the situation, the American Foundation for the Blind, almost from its inception, has promoted training courses for teachers of blind children. For the past twenty years it has sponsored training centers and encouraged teachers of blind children to attend them.

Naturally, teachers want college credit for the courses which they take, and this should be applicable toward a master's degree. Many universities allow students to transfer one or two summers' credits from other schools. In order that teachers may plan their educational programs in advance and secure maximum credit for work com-

pleted they should know what special courses are available. Therefore, data has been obtained in regard to courses projected for the coming summer and next college year throughout the United States. Resumés of these are presented here with no attempt at evaluation.

Catholic University of America, Washington, D. C.

Institute for the preparation of teachers of braille classes—June 28-August 7, 1954.

Offerings—special methods of teaching the blind; mental, social and vocational adjustment; the eye and eye conditions; braille technique; reading and writing; seminar and practicum.

Address correspondence to Dr. Roy J. Deferrari, Director of the Summer Session.

Hunter College of the City of New York, New York 21, N.Y., in conjunction with the New York Institute for the Education of the Blind.

Year round.

Regular session offerings—principles of teaching the blind (4); theory and technique of reading and writing Standard English Braille, Grade II (4); anatomy, physiology and hygiene of the eye in relation to sight conservation classes (2); observation and student teaching of the physically handicapped, area of the blind (3).

Summer offerings—principles of teaching the blind, I and II (2) and (2); theory and technique of reading and writing Standard English Braille, Grade II (2) and (2).

Address correspondence to Prof. Elena Gall, Coordinator, Special Education.

MacMurray College, Jacksonville, Ill. in conjunction with the Illinois School for the Blind.

Regular session.

Offerings—principles of education of the blind (3); the study of braille (6); vocations for the blind (4); practice teaching (6). The offering of any course is contingent upon the enrollment of at least six students.

Address correspondence to Dr. Wendell S. Dysinger, Dean of the College.

Michigan School for the Blind, Lansing 6, Michigan with the co-operation of Michigan State College, East Lansing; and Michigan State Normal College, Ypsilanti.

Regular session (first semester)

Offerings—educational provisions for the blind (3); theory and technique of reading and writing, Standard English Braille (3); typewriting for the blind (3); directed teaching of blind children, I & II (4) and (4).

Address correspondence to Wallace J. Finch, Superintendent.

Overbrook School for the Blind, Philadelphia 31, Pa., in conjunction with the University of Pennsylvania.

Courses for workers with adult blind.

Regular session.

Four year college course leading to a B.S. degree in Education, or a year of specialization for college graduates.

Special courses include—history and philosophy of work with the blind (2); diseases of the eye and their social implications (2); social casework approach to problems in work with the blind (2); arts and crafts (8); field work (6); practice teaching (4).

Courses at School of Social Work;

counseling interviews (2); professional practice in counseling (2).

Address correspondence to Josef G. Cauffman, Principal.

Perkins Institution and Massachusetts School for the Blind, Watertown 72, Mass., in conjunction with Boston University.

Regular session—mid-September to mid-June.

Offerings—principles and problems in the education of the blind (3); special methods in teaching the blind (3); student teaching in special education—teaching the blind (6).

Address correspondence to Edward J. Waterhouse, Director.

San Francisco State College, San Francisco 2, California.

Year round.

Regular session offerings—eye health and vision screening in the schools. (2); clinical practice with the visually handicapped (2); education and methods of teaching blind children (4); the teaching of braille (2); practice teaching (1-5).

Summer offerings—physiology and hygiene of the eye (2); workshop in education of blind children: student teaching in classes for the blind (1-2); education and methods of teaching blind children (4); advanced problems in education of the visually handicapped (3); clinical practice with visually handicapped children (1-3).

Address correspondence to Dr. Leo F. Cain, Dean, Educational Services and Summer Sessions.

Willamette University, Salem, Oregon, in conjunction with the Oregon School for the Blind.

Regular session.

Offering—methods of teaching the blind and partially sighted (6).

Address correspondence to Dr.

George B. Martin, Head of the Education Department and Director of Graduate Study.

Besides the above, three other universities are offering teacher-preparation courses in the summer of 1954, these in co-operation with the American Foundation for the Blind. Instructors will be made available from the American Foundation for the Blind, and specialized library facilities will be furnished by the Foundation. Inquiries concerning a limited number of scholarships for prospective students should be sent to the Foundation.

The courses are described here:

Syracuse University, Syracuse, N.Y.

A three-week workshop on the Development and Education of the Pre-School Blind Child, July 5-23.

The course will focus on the needs of the blind child and his parents. Discussion of normal growth and development in relation to the child's visual loss, the significance of early parental attitudes, and group experiences for children; examination of existing resources offering services to parents, child guidance clinics, nursery schools, parents' organization, etc. Field trips and individual conferences.

For other details, consult the recent bulletin issued by the American Foundation for the Blind.

University of Cincinnati, Cincinnati, Ohio.

A two-week session offering three courses in the education of Blind and Sighted Children in Public and Private Schools, July 26—August 5.

Diseases of the eye and their educational and social implications; the braille system and related methods of instruction; workshop on the education of the blind.

Address correspondence to the Dean of the Summer School, University of Cincinnati. For housing, write to the Director of Housing, University of Cincinnati.

University of Texas, School of Education, Austin, Texas.

Three courses during three weeks of June 7-25. Of special interest to teachers of blind children in residential schools.

Workshop for teachers of blind children; principles and methods of teaching braille; physiology of the eye and eye hygiene.

Correspondence should be directed to the Dean, College of Education, University of Texas. For dormitory accommodations write to Director of Housing. For tuition and other costs, consult the regular bulletin of the University of Texas or the announcement circulated by the American Foundation for the Blind.

Editorially Speaking

IT IS 20 YEARS since the Talking Book came into being. Steady growth in numbers of blind people using it has marked its history. Continuous improvement in quality of recording as well as in reproduction has become the normal thing. Titles are available in a selection of surprisingly large numbers and in a wide variety of literature.

The New York Times said editorially on February 6, under the heading, "Books That Talk":

"Only 15 per cent of the blind persons in the United States know Braille—the raised dot alphabet that depends on sensitivity of touch—well enough to make reading a pleasure. For others to know what is in books somebody or something must read to them. The 'something' that can do this most easily is the so-called 'talking book,' developed by the American Foundation for the Blind and now beginning its twenty-first year. The talking book is what the name implies. It is a series of double-faced disks, about eighteen for the ordinary book, as many as 169 for

the Bible and 119 for Tolstoy's 'War and Peace,' running about twenty minutes on a side. The readers are specially trained, usually with stage or radio experience. Sometimes authors read part of their works, and in a few cases they have generously read an entire book. Titles—more than 2,000 in all—range from the established classics to recent best-sellers.

"About 40,000 of the nation's 314,000 blind are now making full use of talking books. A small federal appropriation, administered through the Library of Congress with the cooperation of twenty-eight regional libraries and of such agencies for the blind as the American Foundation, gets the books produced and circulated. Sometimes the blind get in these books effects the seeing reader can't get out of print: they can have plays and other productions with sound and music. But there should be more talking books and more readers—or listeners. A larger federal appropriation might help. So might private gifts."

APPOINTMENTS

✧ Raymond W. Houston, Acting New York State Commissioner of Social Welfare has been appointed as permanent Commissioner by the State Board of Social Welfare.

Mr. Houston has been Acting Commissioner since the resignation of Commissioner Robert T. Lansdale in December. He becomes the fourth State Commissioner in the history of New York state.

The state department of Social Welfare supervises more than 1500 local agencies and institutions, providing a wide variety of health and welfare services to more than 3,500,000 persons.

Mr. Houston has been engaged in state welfare work for more than 25 years.

✧ The Industrial Home for the Blind of Brooklyn announces the addition of Miss Ursula M. Gerty to its staff of case workers. A graduate of St. Joseph's College, Miss Gerty took a master's degree in social work at Fordham University and completed two years of graduate work at the Catholic University. She comes to the IHB from the American Red Cross in Washington, D.C. where she did social case work for several years.

✧ Mr. George Werntz, Jr. was elected executive vice-president of the Seeing

Eye Inc., at the annual meeting of the Board of Trustees in January. Mr. Werntz succeeds Mr. W. H. Ebeling who has been associated with Seeing Eye since its founding 25 years ago.

Mr. Ebeling was honored on November 6, 1953 with a reception given by the Seeing Eye graduates throughout the country, for his twenty five years of service at the Morristown, N.J., school. He was elected to the Board of Trustees at the January meeting.

Western Teachers Meet

The Western Conference of Teachers of the Adult Blind has postponed the dates of its eighth annual convention to April 29, 30 and May 1. Phoenix, Arizona, is the conference city. The program chairman is Mrs. Harlene Stone, of the Division of Services to the Blind, State Department of Public Welfare, State Office Bldg., Phoenix, Ariz.

AAWB Seal of Good Practice Awards

SINCE THE LAST ANNOUNCEMENT, the following agencies have been granted the Seal of Good Practice of the American Association of Workers for the Blind, for a one-year period:

Chicago Lighthouse for the Blind,
Chicago, Illinois

Iowa Commission for the Blind, Des
Moines, Iowa



Left to right: H. Lyle Winter, director, Lloyd Bridges, Ann Tyrrell, Grace Coppin, Wesley Addy, George Keane, Alwyn Bach, William Nicholas, and Peggy Converse rehearsing for a Talking Book play.

Two Decades of

SOUND REPRODUCTION

THE TWENTIETH anniversary of the Talking Book is being observed this year.

That the Talking Book has assumed a major position in the realm of aids for the blind is to be expected in the light of the fact that only an estimated 15 per cent of blind people in the United States read braille well enough to make reading a pleasure. And besides, many persons who do read a raised types also use the Talking Book, one method supplementing the other.

Twenty years of history in this program provides a background the nature of which gives proof of the possibilities perhaps not yet realized in its utilization, both in extent and in manner.

It was in 1934 that the Talking Book

was proved practical enough to warrant going into production. This achievement was arrived at by Mr. J. O. Kleber and others at the American Foundation for the Blind after experiments conducted by others in Europe and America as well as by the Foundation for many years prior.

In anticipation of this development, Congress had amended, in March of 1933, the basic Act providing books for the blind through the Library of Congress, to include books produced in sound in addition to those produced in raised characters, at the discretion of the Librarian of Congress.

The Library's Talking Book program grew rapidly under Dr. Herman H. B. Meyer, Director of the Project,



The value of the Talking Book as a school aid was early recognized. Here blind children, with Dr. Berthold Lowenfeld, now Superintendent of the California School for the Blind, listen to a textbook recording. The reproducer shown has been supplanted by later models.

or the Blind

Books for the Adult Blind, with the advice and assistance of the late Dr. Robert B. Irwin. Today, according to Mr. Donald G. Patterson, Chief, Division for the Blind, Library of Congress, the Library is in general able to satisfy the majority of requests for specific titles that come in from all over the country, in Talking Book recordings. While choice of titles naturally is extremely limited when one considers that approximately 10,000 ink-print books are published annually in this country, the selection of those recorded nevertheless represents a reasonably satisfactory catalog. Mr. Patterson expresses the hope that current research and development in all production of literature for the blind, in sound and in raised

Alexander Scourby recording War and Peace.



type printing, will result in economies that will make it possible to produce more titles in all forms.

The Talking Book has in a comparatively short space of time come to occupy in the lives of many people the place of an indispensable friend. And the readers employed regularly in the recording of books are regarded as friends by blind users, and are known by voice in the same way that any friend is known. The readers are men and women of professional experience in stage and radio work, who have been carefully selected for their pleasing voices, their diction, and their interpretive skill.

Records are manufactured by the American Foundation for the Blind and the American Printing House for the Blind. In England the Royal National Institute for the Blind records Talking Books.

When it became evident that the Talking Book had a place as an educational medium, the American Printing House took steps to supply the demand for recorded children's books.

The 28 regional libraries for the

blind in the U.S. and Hawaii carry the recordings on their shelves for loan to blind readers in the same manner as books in raised type. As is the case with printed books for the blind, of course, the records are carried to and from the libraries free of postage charges in the U.S. mails. The reproducers, too, are loaned free to blind users, and can be obtained from accredited agencies for the blind—state commissions for the blind as well as others selected as distributors on a geographical basis—numbering 54 agencies.

About 40,000 blind people are users of the Talking Book. Congress has authorized, but not yet appropriated \$1,125,000; but not more than \$200,000 may be used for embossed books, the remainder to be used for recordings and for production and maintenance of reproducers.

On Easter Sunday, April 18, from 2 to 2:30 P.M. the American Foundation will bring the story of the Talking Book to the public over the NBC TV Network. Many prominent personalities will help in presenting this living, documentary show.

Special Talking Book radio kits have also been sent to 1500 radio stations in the United States, containing material to be broadcast as fillers and otherwise when opportunity presents itself. Local agencies throughout the country may wish to commend the use of this kit to the management of their respective local stations. In addition, an attractive poster has been prepared and distributed to the regional libraries for the blind, for their use in arranging displays on the subject.



John Knight and Lin Yutang consult on a Talking Book recording.

Vocational Preparation of Students

Charles Buell

[In view of the differences of opinion on the respective merits of different plans of education for blind children and of the purposes of education—whether “vocational” or “cultural”—we gladly print this article. We express a readiness to print other contributions of well-thought-out views, either in support of or at variance with the positions here taken.—EDITOR]

IT IS MUCH MORE DIFFICULT to place the young graduate of a school or class for the blind than it is to find suitable employment for the average visually handicapped adult. By their unrealistic approach to the problems of blindness most educators of visually handicapped children make it more difficult to place their graduates in employment than it need be—a hard task at best. Educators must come to realize that their curriculums and methods should be based upon the experience of employed blind adults, and not what schoolmen think is good for visually handicapped children. Personnel in charge of finding jobs for the blind in industry and commerce are in a better position to realistically evaluate the education of blind youth than are school teachers and administrators.

This is not the first placement officers' evaluation of education to appear in literature. Several of these officers have expressed their personal opinions in papers read before conventions of workers and instructors of the blind. At least one survey has been made in

the field. In 1948 a committee of the American Association of Instructors of the Blind made a report* based on a questionnaire sent to seventy agencies for the blind. This report listed weaknesses of former pupils as seen by agency personnel but there was no indication of how widespread these weaknesses were or of their relative importance. Strong points of young visually handicapped people were not considered. The 1948 survey was limited to residential schools and did not cover blind pupils in public schools. The present study not only confirms much of the data gathered in 1948 but it attempts to throw light on some of the omissions of the earlier survey.

How the Study was Conducted

The survey was divided into two parts because some placement personnel came into contact with graduates of braille classes, while others did not. Respondents in the first group were asked to list three points of the type of education they favored between braille classes and residential school, and three other points of the type which made it difficult for them to place the blind. An opportunity as offered to list “No preference.” These people were also asked

* Sherman, A. W. “Report of the Literary Course of Study and Vocational Guidance Committee,” American Association of Instructors of the Blind, *Proceedings*, 1948, p. 126.

where they attended school—braille class, residential school, or neither. To those who expressed no preference on the first questionnaire and to placement officers in localities where braille classes do not exist, a request was sent to list three strong points and three weak points of the young graduates seeking their services. The return of 103 replies on the second questionnaire represented 71 per cent of the names on the mailing list, while the return on the first survey was 78 per cent. Names and addresses were obtained from the membership roll of the American Association of Workers for the Blind, particularly Section B, (rehabilitation specialists, placement agents, and field officers for the blind) and from heads of agencies for the blind. Most of the questionnaires were sent to placement officers and industrial specialists, but some were sent to rehabilitation officers and business enterprise managers. The data gathered from the 187 returns is believed to be fairly representative of the thought and experience of placement personnel in the United States.

Since respondents to the questionnaire were allowed freedom of selecting words and categories, the classification of responses presented a problem

in a limited number of cases. However, some items were mentioned so frequently that there can be little doubt as to their universality and importance.

Placement Officers Compare Students In Residential Schools and Day Classes

Today about 18 per cent of blind youth are being educated in day classes in public schools, while the rest attend residential schools. Most educators of the blind have definite opinions as to which type of education is better. The present study would seem to indicate that about one-third of the placement officials of our country also have developed definite opinions in the matter. Of course, they view education from a much more realistic point of view. Therefore, the thought and experience of placement personnel can be very helpful to educators in planning programs for blind children.

Since a definite controversy exists as to the best educational environment for the blind, it might be expected that prejudice influenced the answers of some respondents, particularly some of the visually handicapped. A strong factor contributing to this prejudice probably arises from one's educational experiences. Table I shows the relation-

TABLE I
Type of School Attended by Placement Personnel Who Observe Blind Graduates from Public and Residential Schools

<i>Point of View</i>	<i>Number Attending Braille Class</i>	<i>Number Attending Residential School</i>	<i>Attending Neither Braille Class or Residential School</i>
Favoring Braille Class	6	6	17
Favoring Residential School	1	21	11
Personnel Who Observed No Difference	2	9	11

ship between school attendance and opinions held.

Nearly two-thirds of those favoring the residential school were educated in this environment, while most of the support from braille classes comes from personnel who were not educated as blind individuals. Respondents who found no definite advantage to either system were about equally divided as to school background. From this it would appear that prejudice is most prevalent among residential school graduates. Sighted placement officers tend to spread their support rather than concentrate it at one point. This may be significant because they are probably more impartial, not having been indoctrinated in a system of educating the blind. Placement officers are primarily interested in how well the blind operate as useful adult citizens. For them it is a real problem, not a theoretical one.

From Table I it can be seen that neither the braille class or the residential school is favored by a majority of the placement officers. In fact, the adherents of each educational environment are nearly equal in number, while a substantial percentage (26 per cent) find no definite advantage for either program. It would seem to indicate that as a preparation for living a useful life neither educational environment is definitely superior to the other. Gifted pupils will succeed in either type of education. Some blind children may benefit more from attending a residential school while others, particularly those with helpful and understanding families, may become more useful citizens by remaining at home and attending day classes in the public school.

Tables II and III present some interesting information, particularly when it is compared with the reasoning of

superintendents of residential schools.* Placement officers definitely do not share the superintendents' esteem for high academic achievement.

It would appear that placement personnel agree with the superintendents' claim for superior vocational training in the residential school. Before assuming that the blind are receiving suitable vocational training, one should refer to Table IV. From the placement officers' point of view it would seem that the extra curricular activities of the residential school do not result in the social maturity enjoyed by the average blind child in public school. The residential school does not appear to seriously challenge the realistic attitude rated highly by the braille class adherents.

It is not clear why the adherents of residential school education rate "adjustment to handicap" so much higher than do those favoring public school education for the blind. Perhaps the latter group tends to include this item in the category of social adjustment. Tables IV and V show that there is little relationship between "social maturity" and "adjustment to handicap." Placement officers are probably unduly impressed by the acceptance of a handicap by young people because rehabilitation agencies have many newly blinded adult clients who have not recovered from the mental shock.

Orientation and travel are rated fairly high by both groups, and yet Table IV indicates that much improvement is needed in this area. The feeling of many young blind people that the world owes them a living is attributed to the residential school by most placement officers.

From the reasoning presented above,

* Buell, Charles, "Where Should Blind Youth Be Educated? A Survey," *Journal of Exceptional Children*, May, 1953, p. 304.

TABLE II
Reasoning and Experience of 33 Placement Officers
Favoring Residential School Education

<i>Number of Times Item Mentioned</i>	<i>Reasons and Experience</i>
24	Better adjustment to handicap a. Confidence gained by being with the handicapped b. Less readily influenced by over-protective families
22	Better vocational training
18	Better orientation and travel
14	More basic skills (reading, figuring, spelling, etc.)
10	More extra curricular participation in sports, dances, clubs, etc.
5	Better supervision and guidance
6	Scattered items

TABLE III
Reasoning and Experience of 29 Placement Officers Favoring
Education of Blind in Public Schools

<i>Number of Times Item Mentioned</i>	<i>Reasons and Experience</i>
25	Better adjusted to live in sighted world
21	More realistic as to vocational aims and life situations
14	Develop more independence in travel and other matters.
9	Have better knowledge of what it means to compete with seeing people
8	Items mentioned only once or twice

it seems that the accomplishments of the blind in public schools comes closer to realistic living. It should also be pointed out that the braille class probably starts with blind children that are superior to the average visually handicapped boy or girl entering a residential school.

Placement Officers Evaluate Young Graduates

All young people enter the adult world of employment with some weaknesses, but visually handicapped grad-

uates coming to placement agencies seem to have more than their share. The relative prevalence of some of these weaknesses is shown in Table IV. Two weaknesses reported by half of the placement personnel are an unrealistic outlook on employment possibilities and a lack of social adjustment, making it difficult for the visually handicapped to compete for employment in a "seeing world." Most people, blind or sighted, earn their living in factory or commercial jobs, not the professions where less than 10 per cent are em-

ployed. Yet two-thirds of the visually handicapped pupils graduating from high school plan to enter the professions. Many of them spend years in college and then fail to realize their ambitions. There is a tendency for college graduates to feel that any work other than the professions is below their dignity, and thus, they go unhappily through life. It's time that teachers in schools and classes for the blind begin to talk common sense and help pupils to realistically evaluate their abilities. The great majority of pupils possess only average ability, and some are even

below par. It's time to take a national census of the employed blind so that teachers and counselors could better understand the employment picture.

Much has been said of school activities which are supposed to bring blind children social maturity in adulthood. When examined from a realistic point of view these programs do not appear to have achieved very much success. The problems of integration is a difficult one, but there is little excuse for the wide prevalence of bad manners and poor grooming among blind graduates.

TABLE IV
Weakness of Young Blind Graduates As Seen By Placement Personnel

<i>Number of Times Mentioned</i>	<i>Per Cent of Respondents</i>	<i>Weaknesses</i>
99	53	Unrealistic vocational aims a. Lack of knowledge of job opportunities b. Too high an opinion of own ability
93	50	Lack of social maturity and adjustment a. Lack of social graces b. Inability to win and keep sighted friends c. Tend to spend time with blind friends.
90	48	Lack of suitable vocational training a. Poor manual dexterity with simple tools b. Lack of knowledge of machines commonly operated by the blind in industry
78	42	Poor travel skill
64	34	Poor attitude a. Dependent and expect special consideration b. Feeling the world owes the blind a living
50	27	Lack of work experience a. False concept of quantity and quality of work expected in industry b. Inability to integrate into job situation
47	25	Poor Grooming and Posture
19	10	Poor basic skills, (reading, arithmetic, spelling)
26	14	Scattered replies in various categories a. Inability to sign name b. Unwillingness to use white cane and other methods found useful by the blind c. Poor attitudes other than those listed above

TABLE V
Strong Points of Young Graduates As Seen by Placement Personnel

<i>Percentage of Respondents Mentioning Item</i>	<i>Strong Points</i>
80	Academically well equipped
76	Adjusted to handicap
	a. Desire to succeed in sighted world
60	Willingness to accept training and co-operate with vocational rehabilitation agency
17	Good concentration and memory
15	Good health
12	Satisfactory social adjustment
11	Good grooming and manners
10	Realistic vocational aims
	a. Knowledge of job opportunities
8	Good technical training including ability to travel
11	Scattered replies

Lack of suitable vocational training ranks high as a weakness of graduates of schools and classes for the blind. It is not only the emphasis on academic achievement, but the vocational training given to most visually handicapped boys and girls is not of much value in developing salable skills in adulthood. Most placement agencies want schools to develop in their pupil good manual dexterity with simple tools and possibly a few machines commonly operated by the blind in industry. Pupils should have considerable experience with assembly work and some use of gauges in inspection work. Somehow schools must provide real work experience for their older boys and girls so that a realistic concept can be formed of employers' demands for quantity and quality of work.

If a person cannot travel to and from a job, he can hardly expect to be placed anywhere. Some pupils are now receiving orientation instruction, but lack of travel skill ranks high as a weakness of blind graduates. It is possible that some

of the courses are not realistic enough to meet the needs of students. No other course in the school curriculum can contribute more confidence and value to the sightless pupil in adulthood than the kind of orientation instruction that enables the individual to travel anywhere with reasonable safety.

Schools want their pupils to be happy in adulthood. Happiness comes mostly from being useful in the world, no matter how insignificant the work may be. A blind worker is happier than an educated parasite, and a lot more useful to society too. There aren't many jobs where the ability to quote Shakespeare, multiply a fraction by a fraction, solve an algebraic equation, or prove a geometric theorem is of any real value. Foreign language as it is taught in most schools usually results in no practical value to the pupil in adulthood. First, schools should prepare their graduates to win their own bread. If time is left, a study of the frills in education may make life more meaningful.

Although schools and classes for the

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blind are wasting a lot of the student's time, they do have some things in their favor. The strong points of the graduates of these schools are shown in Table V. Placement personnel recognizes the academic achievements of the blind but do not value them to the extent that schoolmen do. The fact that most visually handicapped graduates have accepted their blindness is appreciated by placement agencies. They also like the willingness of most of these graduates to co-operate in a rehabilitation program. Sometimes adults are not psychologically ready for training and some young people expect the agency to secure for them an impractical type of employment. Under these conditions relations become strained, sometimes to

the breaking point which creates an unhappy situation for everyone.

Conclusion

There are some weaknesses commonly found in graduates of schools and classes for the blind. These widespread weaknesses are of such a nature that the schools could eliminate much of the trouble by employing the pupil's time to better advantage. Placement personnel, people who must meet the problems in a realistic manner, are fairly unanimous in some of their suggestions for improvement. What is required for successful placement has been made evident. Now it is time for schoolmen to evaluate their program from a more realistic point of view.

I would choose

THE RESIDENTIAL SCHOOL

Rev. Ralph T. Wolfgang

[Paper given at the October, 1953, Inter-Branch Conference of the Pennsylvania Association for the Blind in Altoona.—Reprinted from the Dec., 1953, *The Seer*]

SINCE THE PASSAGE OF THE legislation in 1949 requiring the public schools to admit blind children and providing that the school district shall bear the expense of whatever reading is necessary to enable the blind student to pursue his studies, friends of the blind have been asking where in Pennsylvania should a blind child go to school? Should he take advantage of the new law and go to public school or should he follow tradition and enroll in one of the residential schools? Sponsors of the new law point out that the blind child who gets his training in the public schools need not go through the agony of being torn from his home and friends, nor will he need to make the effort to re-establish himself as a part of the community after graduation from a school for the blind. They further contend that in the public school he will be a part of the sighted world and will be better able to meet the competition he must encounter when school days are over. On the other hand, the residential schools look askance at the idea, claiming that, by and large, they are better equipped by experience to meet the needs of the average blind child than are the public schools.

The question of where the blind child can receive the best education can

hardly be answered categorically. It is like trying to decide whether Washington or Lincoln was the greater American. Indeed, no final answer may be stated in general terms but a decision should be made in each individual case, taking into account such factors as type of training desired, the ability of the child to make adjustments, the home environment and the degree of acceptance the child would find in the school situation.

In presuming to comment on this subject, I do not speak with the authority of the trained professional worker for the blind nor as the defender of the vested interests of the residential school. I speak only from personal experience and observation gained by eight years at the Overbrook School for the Blind, three years as a student in a public high school, four years in a small liberal arts college, some thirty years as a classroom teacher in a high school and seven years in my present position as Rector of an Episcopal church. Looking back over my life I regard the years spent at Overbrook as largely responsible for whatever measure of success I have had, for they laid a sound foundation upon which I could build. So, in recognition of my personal debt, I should like to register my vote in favor

of the residential school. In support of this conclusion, I offer the following considerations:

The residential school is the most effective agency for academic training. Our Pennsylvania schools for the blind are no longer "institutions" or "blind asylums" but *schools* under the Department of Public Instruction. As such, they must meet public school standards as to curriculum, teacher certification and academic credit. From kindergarten through high school, the residential school is prepared to offer an academic program comparable in every respect to that of any public school in the state. Moreover, the residential school can offer the advantage of small classes with greater individual attention, teachers who are trained in the techniques of teaching the blind, and has available the special equipment necessary for the training of the blind. On the other hand, our public schools are geared for the "average" child. They are too crowded to pay much attention to individual differences. Neither the gifted nor the backward child is completely at home in the public school. To add another "problem" in the shape of a blind child is to increase the burden falling upon already overworked teachers. If there are enough blind in a community to justify the organization of special classes for them, the tendency would be to segregate them from the rest of the school and they might easily become "a blind menagerie," while the isolated case might easily be a more or less tolerated nuisance. Like any good private school, the residential school has control of the pupil's time. It can see to it that the various activities which distract a public school student are reduced to a minimum. In the public school home work is largely a thing of the past; colleges complain that fresh-

men do not know how to study; in the residential school this need not be so. It is the private school with its small classes and exacting standards that gives the best preparation for the discipline of college. For a blind child who wants academic training, the residential school can do a better job than can the public school.

The residential school can offer broader educational opportunities. No public school can equal the residential school in the field of choral or instrumental music. While the public schools now have excellent vocational departments, it is doubtful if they would be willing to admit blind students to them because of the safety factor. The shops in the residential schools are so arranged that the danger of accident is reduced to a minimum. In the so-called extra-curricular activities where selections are usually made on a competitive basis, the blind child would find himself at a great disadvantage in the public school, but in the residential school his chance to participate in dramatics and journalism would be greatly increased.

Our residential schools are located in large cities which afford fine cultural opportunities. These opportunities are always made available to students who can appreciate them. Any graduate of residential school who comes from "up-state" will count as one of his cherished memories the orchestra concerts, the stage plays, the distinguished lectures, the trips to interesting places. Had he stayed at home, this side of his education would probably have been neglected.

But it is in the *social sphere* that the residential school makes its most significant contribution to the education of a blind child. Unless the parents are exceptional, the blind child may either overdevelop his sense of self-importance

or assume an unhealthy sense of inferiority. His family will want to spare him as far as possible. He will not be required to assume the ordinary responsibilities of the home, he may not even be allowed to go out to play in a normal way. He concludes that he is a person apart. The residential school can correct all this. There he realizes that he is not a special case, he is in competition with no holds barred. He is in an atmosphere where he learns to laugh at his mistakes, to accept ordinary hazards as a natural part of life. He may enter school nervous and unsure, but he leaves the school poised and well integrated. Going back home on vacation, he can help the family to a more normal acceptance of his blindness.

One of the objections to the residential school is the fact that a child is apt to become "institutionalized." There is

some danger in this, but the danger is also shared by any private school. Moreover, with radio and television constantly bringing the outside world into the school naturally and without sentiment, the student is much more apt to keep balanced than in days of fewer contacts with the outside world.

The residential school will help him develop a philosophy of life which will enable him to accept his handicap and will furnish him with many techniques to overcome it. Thus the product of the residential school will not become unpleasantly aggressive nor hopelessly retiring.

As with all minority groups, the blind must be superior to compete on equal terms with their sighted brothers. The blind child, therefore, must have superior training. For the present, at least, such training can be had only in the residential school.

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STUDY OF DEAF-BLIND CHILDREN CONTINUES

THE NATIONAL STUDY Committee on Education of Deaf-Blind Children held its second meeting January 25-26, 1954 at the Iowa School for the Deaf in Council Bluffs, at the invitation of Lloyd E. Berg, Superintendent, and Miss Mabel Talbot, Principal of the Deaf-Blind Division.

M. Robert Barnett, Executive Director of the American Foundation for the Blind, was unable to be present and submitted his resignation as Chairman due to pressure of other duties. Miss Annette B. Dinsmore, Consultant in Services for the Deaf-Blind at the American Foundation for the Blind, was elected Chairman of the Committee to succeed Mr. Barnett. Mr. Berg was elected Vice-Chairman, and Edward J. Waterhouse, Director of Perkins Institution, was re-elected Secretary.

The agenda included visits to the Deaf-Blind Division of the Iowa School for the Deaf and considerable discussion of various aspects of the problems of the deaf-blind child.

Dr. Helmer R. Myklebust, Professor of Audiology at Northwestern University, a guest of the Committee, contributed materially to the value of these discussions as a result of his personal experience and studies with deaf children.

The Committee is preparing a report to submit to the American Association of Instructors of the Blind and the Conference of Executives of American Schools for the Deaf. This report will include the following resolutions and recommendations:

In recommending the establishment of an educational program on a national level,

the National Study Committee on Education of Deaf-Blind Children:

I

Recognizes that there is a wide range of disabilities involved in this double handicap, and defines a deaf-blind child as one whose combination of handicaps prevents him from profiting satisfactorily from educational programs provided for the blind child or the deaf child.

II

Recognizes the need for further assessment of the total national problem in terms of the number of children and where they are located.

It appreciates the work already accomplished in this area by the American Foundation for the Blind and accepts with gratitude and approval the offer of its Executive Director, Mr. M. Robert Barnett to expand this service.

The National Study Committee urges its members to co-operate and to interest all public and private agencies and other persons concerned to help the American Foundation for the Blind in locating deaf-blind children. The Foundation has prepared a data sheet for the registration of deaf-blind children and the Committee urges its uniform adoption.

III

Notes with approval the excellent program of training teachers of the deaf-blind established at the Iowa School for the Deaf, and urges that additional programs be initiated at an early date.

IV

Strongly urges the establishment at an early date of at least one more department for the deaf-blind in a school for the deaf.

V

Is deeply appreciative of the interest shown in the problems of deaf-blind children by Dr. Helmer R. Myklebust, Profes-

sor of Audiology, Northwestern University, and urges that steps be taken to avail ourselves of his offer to consider accepting children at his diagnostic clinic.

VI

Recommends that the Sub-Committee on Research Needs and Planning co-operate with Dr. Myklebust in initiating studies of clinical diagnosis of deaf-blind children.

VII

Recommends that further and continuing study be given to regional planning.

VIII

Recommends that, since the thinking of the National Study Committee with regard to a national Center is tending rather in favor of national services, the sub-committee dealing with this subject be hereby renamed the "Sub-Committee on National Services," and that further study be continued.

IX

Recommends that the Sub-Committee on Finance be urged to continue its studies, pending further developments.

The National Study Committee earnestly requests the Conference of Executives of American Schools for the Deaf and the American Association of Instructors of the Blind to endorse and implement these resolutions and recommendations. In view of the fact that the Committee has just begun to understand the problem, it would be desirable that the C.E.A.S.D. and A.A.I.B. reappoint the same two committees for another biennium.

In addition, be it resolved that the National Study Committee on Education of Deaf-Blind Children:

I

Recognizes the invaluable service rendered by M. Robert Barnett, not only personally as a member of the Committee, but also in his capacity as Executive Director of the American Foundation for the Blind. It expresses appreciation for his assistance

in the formation of the Committee itself and for his leadership as its original Chairman, and accedes with reluctance to his wish to be relieved of the chairmanship.

It commends the American Foundation for the Blind on its decision to expand the staff of its Department of Services for the Deaf-Blind through grants for temporary studies and permanent service and research. The Committee approves and supports this expanded service and research effort.

II

Wishes to express its appreciation and thanks to the Iowa State Board of Education; to Mr. Lloyd E. Berg, Superintendent, Iowa School for the Deaf; to Miss Mabel Talbot, Principal, Deaf-Blind Division; to Miss Josephine Carr, Director, Teacher Training Program; to the staff of the Iowa School for the Deaf for their hospitality and use of facilities during the January meeting; and to the local press for its co-operation and coverage of the meeting.

The committee members at the two-day work session were: Lloyd E. Berg, Superintendent, Iowa School for the Deaf; Dr. John E. Bryan, President, Alabama Institute for Deaf and Blind; Miss Annette B. Dinsmore, Consultant, Services for the Deaf-Blind, American Foundation for the Blind; Wallace J. Finch, Superintendent, Michigan School for the Blind; Mrs. Marion H. Grew, Superintendent, Washington State School for the Blind.

Also Dr. Truman L. Ingle, Superintendent, Missouri School for the Deaf; Floyd J. McDowell, Head Teacher, Deaf-Blind Department, California School for the Blind (representing Dr. Berthold Lowenfeld, Superintendent); John M. Wallace, President, Florida School for the Deaf and the Blind; Edward J. Waterhouse, Director, Perkins Institution for the Blind.

In addition, a number of guests besides Dr. Myklebust and Miss Talbot were present.

NEWS BRIEFS

✧ The National Catholic Educational Association has established a Department of Special Education with headquarters at 1785 Massachusetts Avenue, N.W., Washington 6, D. C., with the Rev. William F. Jenks, C.S.S.R., in charge.

This new department will concern itself chiefly with the education of the exceptional child, and will act as a clearinghouse for information; latest techniques; legislation; teacher certification; and matters of interest to all Catholic institutions and individuals working in this field. A newsletter will be mailed out periodically to all institutions and individual members of the Department of Special Education of the NCEA.

The Blind and Deaf Sections of the NCEA will be absorbed into the new Department of Special Education of the National Catholic Educational Association. All groups of atypical children in Catholic institutions and day schools, beside the Catholic handicapped children in secular institutions will be the concern of the new Department of Special Education of the NCEA.

✧ Milton T. Freberger, Assistant Manager of the Maryland Workshop for the Blind, returned in mid-February from a month-long visit to Havana, Cuba, where he had gone to conduct a survey of services for the blind, sponsored by the American Foundation for Overseas Blind. The survey was conducted at the request of the Lion's Club which is the most active group in Cuba interested in the welfare of the blind.

The Lion's Club, with the co-operation of the Cuban government, has constructed a large building which is to house the first rehabilitation center for the blind on the island. Mr. Freberger's job while in Cuba was to make recommendations to the Lion's Club as to how this program could best be gotten under way.

✧ Among the 85 students who completed a ten-weeks course at Rutgers University College of Agriculture in January was Peter Ruzzio of Cliffside Park, New Jersey. Mr. Ruzzio specialized in poultry husbandry. He is a blinded veteran of World War II, having been a member of the 101st Airborne Division. He received the wound which resulted in the loss of his sight in Holland in 1945. He is holder of three battle stars, an Arrowhead for invasion, the Purple Heart and a Unit Citation. He plans to go into poultry raising, if he can find a small farm at moderate cost.

✧ For the first time qualified blind persons have been permitted to take the Civil Service Commission examination for Junior Management Assistant positions in the federal government. This significant development was affected through the removal of the vision requirements of Announcement 381, issued in October, 1953. Blind persons wishing to take the examination should contact their own Civil Service Commission Regional office. The last filing date for the first examination was October 15 of 1953, but persons who wish to take the test can do so. Provisions have been made to allow blinded war veterans to take tests later, according to the *BVA Bulletin*.

✧ The first 1954 session of group counselling for parents of blind children at the New York Guild for the Jewish

Blind has been concluded and a second session was planned to begin toward the end of February.

The parents, grouped in relation to the ages of their children, meet evenings weekly or bi-weekly for from 10 to 15 sessions with the counselors. Each group is limited to 18 members and the Guild encourages both parents to attend the session when possible.

Agencies may call or write the Social Service Department, 1880 Broadway, New York, N.Y., for further information on this program.

The 1954 Annual Conference of the National Society for the Prevention of Blindness was held March 10-12, at the Hotel Jefferson, St. Louis, Mo. It was brought out that twenty seven thousand new cases of blindness are reported in America each year. Mason H. Bigelow, president of the National Society for the Prevention of Blindness, stated that an estimated 750,000 Americans now alive will lose their sight before they die. The scientific session of the conference included reports on glaucoma, cataracts, trachoma, and reading disabilities.

✧ On February 23, Eric T. Boulter, AFOB Field Director, left for a brief tour of the Far East and Pacific areas. The main purpose of his trip is to study the needs of the blind in South Korea and to ascertain how AFOB aid may best be utilized there.

Other stops planned are Honolulu, Tokyo, Formosa, Hong Kong and Manila. At these points, Mr. Boulter met with prominent workers for the blind to discuss their problems.

Dr. Wallace Kiang, now a resident of the United States and former Executive Secretary of the National Blind Welfare Association in China, accompanied Mr. Boulter. Dr. Kiang's knowledge of conditions in the Far East was an invaluable aid.



✧ The new dormitory for the Rehabilitation Center at Topeka (shown above) was scheduled for occupancy by February 1. Students are expected to move in as soon as possible.

Mr. Hayes called the new dormitory another important effort by the state of Kansas to assist its blind and visually handicapped to become independent, well-adjusted citizens. He also pointed out that while Kansas has accepted rehabilitation students from other states these applications can be accepted only after all Kansas applicants have been cared for.

IN THIS ISSUE

CHARLES BUELL, Ed.D., carried out the study reported here during the autumn of 1953. One of Dr. Buell's responsibilities at the California School for the Blind is occupational guidance. His entire life has been devoted to improving conditions for the visually handicapped. Dr. Buell expresses a hope, which we share, that his report may result in active thought among others and that they will express themselves.

DOUGLAS C. MACFARLAND writes on the problems of placing blind workers in industry and procedures which he has found most effective. Mr. MacFarland was graduated *cum laude* from New York University in 1949 with a B.S. degree, and obtained his M.S. at the same school in 1950. He is now working on his doctorate there. At present

he is senior vocational rehabilitation counselor for the Delaware Commission for the Blind.

MRS. FRANCES DICKINSON of the New Jersey State Commission for the Blind, where she serves five counties, describes the cooking classes conducted jointly by the Commission and a utilities company. Mrs. Dickinson is a graduate of the Grange College of Art at Toronto University, and of the London Normal School, has completed a two year course for the adult blind at Ypsilanti (University of Michigan) and holds her Home Teachers Certificate from the AAWB. Blind for many years, she has a great variety of experience in teaching, both in high school and college.

REV. RALPH T. WOLFGANG, whose article "I Would Choose the Residential School" is reprinted from *The Seer*, is pastor of the Church of the Holy Trinity in Hollidaysburg, Pa., and is a trustee of the Pennsylvania Association for the Blind.

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This department is a New Outlook service to readers who wish to publish notices of positions open for application as well as those who are seeking employment in the field of work for the blind or deaf-blind. No charge is made and we will print as many as space will permit. The publishers do not vouch for statements of advertisers.

We also will print without charge miscellaneous notices of interest to professional workers which are of a non-commercial nature. All other advertising will be accepted at advertising rates which are available on request.

Address correspondence to: New Outlook for the Blind, 15 West 16th Street, New York 11, N. Y.

THE MONTANA ASSOCIATION for the Blind, 916 S. Third, Bozeman, Montana, is receiving staff applications for the 1954 Summer School for the Adult Blind, June 27-August 1. Salaries \$175 except orientation instructor \$200. Free room and board, no transportation. School located on beautiful campus near Yellowstone Park in heart of vacationland. School makes chartered trip through Park, August 1, with Park Naturalist as guide.

A VACANCY WILL OCCUR on April 1, 1954, for a Senior Instructor and Business Manager at the largest blind institution in South Africa employing over 150 blind African men and women. The trades at present taught are cane work, mattress making, brush and broom making, including pan-work. The salary scale will be that laid down by the Department of Social Welfare, namely £600 with annual increase of £20 to a total of £720 plus statutory cost-of-living allowance of £14-4-8d (a beginning total

of \$180 monthly); but the controlling society is prepared to consider a supplementary allowance to a highly qualified candidate who is capable of training African craftsmen as foreman-instructors. For further information concerning the work, service conditions and transport allowance, address New Outlook Box 3-D.

BEACON LODGE, Pennsylvania Camp for the blind, beautifully situated in the hills of central Pennsylvania, will be open June 26, and closed August 28, 1954. Applicants from Pennsylvania will be given first consideration, but blind people from other states will be considered if space permits. Mr. Clyde L. Downs, Camp Director plans a well-rounded recreational program for the guests. Hobby shop will be open during the day when blind guests may participate in various projects. Arrangements will be made to get guests to the church of their choice on Sunday. The camp fee will be \$35.00 per week and guests may stay for one or two weeks. In most cases, blind people come through sponsorships provided by service clubs and individuals. Those wishing to register should contact Carl Shoemaker, Beacon Lodge-Camp, for the Blind, Lewistown, Penna.

POSITION OPEN for psychiatric social worker to be responsible for intensive case work with parents of children in residential treatment center for emotionally disturbed preschool blind children, as well as with parents of children in non-residential home counseling and day nursery school programs. Opportunity to do play therapy if training is adequate. Worker will have psychiatric supervision and will be part of complete clinical team. Master's degree required as well as outstanding qualities of personality. Apply to Miss Eunice L. Kenyon, Executive Director, Boston Nursery for Blind Babies, 147 South Huntington Avenue, Boston 20, Massachusetts.

POSITION DESIRED by single man (sighted) in institution or school for the blind. B.S. degree in Education, eight years experience with the blind as supervisor; teacher in shop and academic subjects; also public school teaching and summer camp experience. Now employed but seeks contacts for advancement next September or before. Further details supplied. Write Box 2-D, New Outlook.

My Experiences in **LATIN AMERICA**

HELEN KELLER

BEFORE I BEGIN THIS ARTICLE I wish to express my indebtedness to the American Foundation for Overseas Blind which made possible my tour of Latin America last spring; to Senhor Claudio Garcia de Sousa at the Brazilian Embassy in Washington who smoothed the way for Polly Thomson and me to Rio de Janeiro; and to Mr. Paul Comly French, Executive Director of CARE in New York, who arranged for our old friend, Colonel Nelson B. Neff, to travel with us through Latin America. I can never acknowledge adequately Nelson's devotion in sparing Polly and me as much wear and tear as possible in our activities. How strange it seems! In 1948 General MacArthur designated Colonel Neff to share in our journeyings when we visited Japan for the second time in behalf of the blind and the deaf, and here he was—CARE Chief of Missions in Latin America.

On April 30 Polly and I took off from Idlewild. The day was sunny and we had a pleasant flight until evening when we ran into a thunderstorm before stopping to refuel at Port of Spain. The rain was still falling as we drove

over to the little hotel where we waited until the plane was ready. I have since learned with pleasure that a building has been secured in Port of Spain and is being equipped to serve as a training center and sheltered workshop for the blind.

Brazil

Back on the plane we slept peacefully until morning. I was disappointed that we crossed the Amazon during the night, but as we approached Rio de Janeiro Polly's hand was all a-quiver trying to spell the glory of the mountains as they rose abruptly from the harbor and when we landed the heavenly salt air made my lungs expand with joy.

In the immense crowd awaiting our arrival I sensed the warmheartedness that charms me in recalling my contacts with the people of Latin America. Among those who greeted us, besides Colonel Neff, were Mr. Gordon Brown, Cultural Attaché from the United States Embassy; Minister Jayme Sloan Chermont, Director of Cultural Affairs, Brazilian Foreign Ministry; Dr. José

Êspinola Veiga of the Benjamin Constant Institute for the Blind, and his wife, Senhora Benedicta de Mello, director of the Helen Keller Foundation; her friend Senhora Madeleine Colaco, and other representatives from schools for the handicapped. To my surprise a number of Japanese were there to welcome us, in recognition of what Polly and I had tried to do for their deaf and blind years before in Japan.

Nelson and Mr. Chermont got us away from the crowd and took us for a short drive to introduce us to the beauties of Rio, then to the Copacabana Palace Hotel. The weather was perfect and from the windows we watched thousands of people swimming or picnicking on the shore or making merry in the cafes. It was wonderful to start my work with such a happy sense of everyone enjoying life. Ships from every part of the world were coming and departing. At sunset one white ship, all

lighted up, spread its sails and glided out towards the deep, and I prayed that even so the bark of our work for the handicapped of Brazil might hold its course undaunted towards new isles of triumph.

During that afternoon photographs were taken of me for the press and brief sketches of what I wished to do in Brazil were written for *Noite* and *O Diarhio*. Thus I was touched by the first waves of an abundant stream of publicity that flowed far and, I hope, caused many green shoots to spring up in desert lives of darkness.

Saturday Prof. Veiga, who had translated "The World I Live In" into Portuguese, called and offered to interpret some of my speeches. I was truly proud to have a man of poetic gifts and an exquisite understanding of my outlook on life as my translator. Herman Jelenik, Radio Officer of the American Embassy, came to discuss TV



Reception at the União Cultural Brasil Estadosunidos, Sao Paulo. Exhibit of Braille Books prepared by Thomas Jefferson Library.

and radio press coverage. Donald Ostrander, CARE Brazil Mission chief from São Paulo and Carlos Alberto Pereria Pinto worked with us on our travel schedule and made changes that would enable me to lecture with less rush on the complicated problems I had to discuss as Counselor on International Relations for the American Foundation for Overseas Blind. In the afternoon I was interviewed by *Revista Semana*. Dona Benedicta de Mello and Dona Madeleine Colaco came to consult me as to how to arouse the interest of the women of Brazil in restoring the blind to their human heritage. To my astonishment I discovered Dona Benedicta had established the Helen Keller Foundation years before on ideas similar to my own about the adult blind, their capabilities and their right to work.

Sunday May 3rd I wrote necessary letters and wrestled with dragons in the shape of speeches. Early Monday morning our sitting room was crowded with photographers and newspaper people. Their intelligence was very gratifying. I made a statement about the object of my visit which Prof. Veiga translated and copies were distributed. I begged the press to urge upon wealthy citizens the necessity of making funds available, so that the agencies which serve the blind in Brazil might establish modern workshops for the blind and deaf and whenever possible restore them to their former occupation. I shall not forget the warm emotion of my listeners. Senhor Herbert Moses, the distinguished president of the Brazilian National Press Association, did all he could to stir up the people and keep interest in the sightless alert all the time we were in Rio.

At 11:30 A.M. we appeared at Bennett College where American and Brazilian girls are taught together. There

was heart sunshine for me in their flower-sweet welcome as I thought of their wonderful opportunity to promote good-will between our two countries. I reminded them that they are to be the mothers of the next generation and it was for them to transmit undimmed lamps of good fellowship to their children. Only by fidelity to their ideals of peace, I said, can they help create a world where the peoples shall live side by side in harmony.

At 3:30 we were surrounded by an eager, loving audience at the Benjamin Constant Institute for the Blind. How delightfully they played and sang in Portuguese! We had a lively discussion of music and they were so excited to learn that I could catch its vibrations from different instruments. After my little talk of encouragement the pupils crowded around with hugs and kisses on my cheek and hands. With difficulty Polly and I made our way to the room where coffee was served and flowers of indescribable beauty and fragrance were given me until I felt almost buried. Then we struggled downstairs to free ourselves from clinging arms as one extricates one's person from boughs and leaves in a wood. Tender humility comes over me as I look back upon such affection.

The next day also was memorable for the vehemence of welcome and the flowers I received everywhere I went. At the National Institute for the Deaf, where I spoke in the morning, the Director, Dona Ana Rimoli de Faria Doria, was chairman. Beside her was Senhor Tarso Coimbra, an official of the Ministry of Education. It was exciting and embarrassing when Polly spelled the letters of greeting to me from National Assembly Deputies that were read aloud. Even the teachers bowed to me. My heart flew out to one who made a beautiful speech, saying

that there was not a commandment of God more exalted than to teach the afflicted, not as handicapped creatures, but as human beings in His likeness, destined for the light of knowledge, service, and normal living. Dona Ana read a report on the work of the Institute which is well run in all its departments.

Tuesday I addressed the teachers and the Institute of Education, the largest normal school in Brazil. The size of the audience was breath-taking, and, oh, how I wished I might give that occasion a special character with a clear voice and a speech of historic importance! I spoke on the vast debt of gratitude the world owes to its teachers, and I said that the community which has the best teachers is in the vanguard of progress. Prof. Veiga interpreted my talk and the applause was wonderful. I was inspired with enthusiastic faith in the women of Brazil and their ever growing influence upon the development of their country.

Wednesday morning we called on the Foreign Minister, Dr. João Neves da Fontoura, at Itamaraty Palace. He expressed his wish in Portuguese that my visit to Brazil might overflow with pleasure. Then we had tea with Minister Chermont and observed how impressive the Palace was. My fingers tingled as I touched the marvelous panels and some elaborate high-backed chairs that had belonged to Napoleon, but we could not linger as we had been invited to a luncheon at United States Ambassador Herschel Johnson's house.

It was a delightful occasion. Besides the Ambassador we met his mother, Mrs. Gordon Brown, and fourteen prominent Brazilians and Americans. After luncheon we sat out on the big veranda where the sun was so delectably warm and the view of the mountains so enchanting that Polly and I almost

forgot our engagement at the School of Philosophy of the National University of Brazil.

A huge crowd had gathered when we arrived at half past five. Dr. Pedro Calmon, President of the University, introduced me with a glowing tribute and strewed flower petals over me. I talked about rehabilitation of the adult blind. I pointed out that through the ages men without sight have succeeded in almost every business and profession and said that if an exceptional blind man without an education in a school for the blind can serve society with distinction, an ordinary blind person can be trained for ordinary work. Earnestly I asked them to stimulate the interest of employers, labor, and the public in supporting government programs to erect training centers for the blind and locate openings for them in industry. The atmosphere was vibrant with sympathy. There were so many in the audience who knew English that we did not have to wait for a translation.

On the morning of May 7, I received the welcome news that other women besides Benedicta de Mello were eager to set up a commission for the blind and that some one would be sent to the United States to study such organizations and bring back a report. When a *Noite* reporter interviewed me that morning I was able to stress the need for the commission.

In the afternoon Polly and I called on Senhora Dona Darcy Vargas, wife of his Excellency, Senhor Getulio Vargas, President of Brazil, at the office where she works every day as president of the Brazilian Legion of Assistance which aids the poor in emergencies like the recent prolonged drought in northeastern Brazil of which I had read such distressing reports. Dona Darcy welcomed us most graciously and I expressed my pride in the accomplish-

ments of her staff. I said that every woman who rises to a great administrative position renders a higher service than a man because she reflects such credit upon her whole sex. Then I ventured the hope that she would use her influence in helping another group who suffer from a different kind of drought and she assured me that efforts in behalf of the blind would be intensified. She pinned an emblem on my dress and said, "Now you are an Honorary Member of the Brazil Legion of Assistance." I felt deep emotion as I kissed her and expressed my thanks for being associated with her noble work.

From her office we hurried to the Neurological Institute of the National University where I found an audience of 75 doctors, nurses and students. I told them their work was priceless and I hoped that many other countries would establish neurological hospitals for the millions of useful human beings suffering from nervous disorders that threatened their sight and hearing. It was a pleasure to be with them; they were unusually perceptive and their questions were full of friendly understanding.

After this we went with Nelson for a long, lovely drive following the beautiful coastline curving in and out with lagoons and scattered islands. Storm signals were out when we returned to the hotel and the ocean boomed all night as if determined to take back its dominion and sweep away the hotel and the beach.

Friday Polly and I went to the Instituto Brasil-Estados Unidos where we saw the library full of books in many tongues. After lunch I had a most moving experience when I received some blind people who had travelled 400 miles from the interior of Brazil, just to see me.

In the evening we attended a reception up in the hills at the home of Benedicta de Mello. About thirty outstanding persons were present—publishers, journalists, writers, newspaper owners, political leaders and bankers. I said that I had come to talk to them over ways and means of setting up a commission for the blind and told how such a commission could watch impartially over all interests and classes of the blind. It would attempt to make a census of the blind, find out what occupations they can engage in profitably, fix the principles of placement work and distribute information to the public. I proposed that the commission consist of members of the government, representatives of local groups for the blind, labor and press and interested citizens, such as business men—including a banker or two. The reaction of the audience was thrilling and I felt sure they would stand by their blind who were fighting for self-reliance and independence. Benedicta, who is a poet, read aloud three touching poems, "To My Husband," "Doomed," and one addressed to me. "Doomed," is the lament of a child born blind and poor. My eyes filled with tears as I listened, it was so desolate of the light of the Spirit that compensates for the ills of life.

Sunday was made glorious for Polly and me by a trip to Corcovado. We did not climb the steps to the statue of Christ which stands 120 feet high, but we had a stupendous view of the mountains, so like friendly presences, in spite of the precipices we had passed that we wanted to chant, "I will lift up mine eyes unto the hills, from whence cometh my help."

The next day fifty or sixty people gathered at the Santos Dumont Airport to bid us an affectionate good-bye on our departure for São Paulo. We flew partly over the sea and partly through

a valley between the mountains. Arriving at São Paulo's Congonhas Airport we were almost overwhelmed by the welcoming crowd—Senhora Dorina Nowill, Director of the Brazilian Foundation for Books for the Blind, the aide-de-camp to the Governor of the State of São Paulo, the president of the University, heads of schools for the blind and deaf and so forth. Our roomy suite at the Hotel Esplanada was filled with flowers from the Governor, the president of the University and others.

After lunch Dona Dorina called. I had met her years before in the United States at a meeting of home teachers but had never dreamed what a harvest of friendship and service would sprout from our casual interview. She told me how she had resolved to bring me to São Paulo and there I was sitting beside her. Encouraged by her expressive hand, I put my hand to her face which mirrored the brave spirit that had converted her loss of sight into splendid activity for the blind of Brazil. It astonished me to learn what she had accomplished almost single-handed—finding competent persons for her staff, obtaining a braille press and founding a library, caring for preschool children without sight, working out her advanced ideas of educating the young blind with the seeing, and seeking out useful occupations for the adult blind. But she needed public co-operation and that is why she had wished me to come to Brazil.

Tuesday May 12 we visited the wonderful School of Hygiene under Dr. Paulo Cesar Azavedo Antunes. With special interest I heard how the school had been started in a small way and afterwards financed by the Rockefeller and Kellogg Foundations and how the government has taken over all costs except some scholarships. We also went to the Public Health Center which is

housed in a basement and which ministers efficiently to a hundred thousand souls.

Later in the morning I was to speak before a gathering at the hospital of the University School of Medicine, but the crowd was so dense that we had to move to the nurses' quarters. I said I was proud to appear at the University which has contributed so much to the health movement in São Paulo and I welcomed the growing interest in the most important of all work for the blind—conservation of sight. I expressed gratification at the news that groups of eye men travel regularly through small towns and villages to give treatments, that the training of ophthalmologists is being intensified, and that campaigns are being launched in factories to eliminate or reduce industrial accidents, but I begged the professors and students to keep before the public the fact that there are still countless eye and ear disorders crying out for study. I insisted that citizens of large resources and the State supply funds for eye hospitals and clinics and thus protect the eyes and ears of people in factories, mines, schools and homes. The enthusiasm with which my message was received caused me mentally to stand on tip-toe, as I often do when I catch a glimpse of the approaching—slow but sure—era of world-wide good will.

At 6:30 we went to a reception at the Brazilian-American Cultural Union of which Dr. George Americano is president. Although the hall was crowded there was a lovable informality that charmed me and everything was made as easy for us as possible.

Wednesday I was welcomed at the Brazilian Foundation for the Blind by Dorina Nowill and her staff. When I passed my hands over the embossed books in the library I was happy to see how they were multiplying, thanks

to the braille printing press obtained from the United States. It was a pleasant surprise to have my fingers encounter several fat volumes in English—"Robinson Crusoe." In my speech I said how wonderful it was to me that the Foundation embraces so many beginnings of progress in its work—home teaching, printing, vocational guidance, placement, music, and the establishment of home industries. I begged them to multiply their music in braille so as to place it within reach of other Latin-American countries. It was gratifying to me that the Foundation was joining the World Council for the Welfare of the Blind. The press publicity and the newsreels gave a fine lustre to the occasion.

That afternoon we called on the Mayor of São Paulo. He had just authorized the naming of a street in the city for Louis Braille and I thanked him for that token of regard for the liberator of the captives of the dark. I pleaded with him to continue to support the Foundation for the Blind and he gave me cordial assurance that he would. Later we had a brief visit with the Governor, Dr. Lucas Nogueira Garcez. He took my hand and told me earnestly that he would persevere in working out advanced programs for the blind and urge the people to do their part in rehabilitating their sightless fellow-creatures.

Afterwards Polly and I were guests of Senhora Carmelita Garcez at a women's reception at the Palace. Dona Carmelita who is the wife of the Governor, is one of the most lovable and beautiful women it has been my good fortune to know—intelligently reaching out to all people who need understanding and care. I talked about the problems of the adult blind and the value of associations to improve their lot. The next day we visited the Instituto Santa

Terezinho for Deaf Girls and the Padre Chico Institute for the Blind.

Friday the 15th I spent an exciting morning at a function new to me—a "round table" on rehabilitation and jobs for the blind. The president of the Industrial Federation presided. Here are some of the questions I was asked:

"Do you believe that schools for the blind should be carried on through private agencies, or should they be under government control?" My answer was "Under government control and supervision."

"Should the blind be segregated in their own schools, or should they be allowed to mingle with seeing students?" "Blind children," I said, "need special classes where they can learn to read and write in braille and where their defects in posture can be corrected. But after that, if they are bright, alert and self-confident, they should associate with seeing children as much as possible."

"What type of aid does the United States give the blind?" I said, "Training them in useful occupations and helping them find suitable work. The blind also receive pensions just as do other workers in advanced years."

"Are there facilities for employing the blind in private industry?"

I told them about the Ford automobile plant in Detroit and the International Business Machines Corporation where the employment of capable blind persons is regarded as a practical enterprise which affords positive satisfaction, not only to the blind but to the seeing employees.

Nelson talked in detail about rehabilitation programs in the United States. Keen interest was displayed at the meeting and at the end the São Paulo Industrial Federation pledged a committee to study the training and

placement of blind persons in employment with the seeing.

At 4:30 I addressed the School of Teachers of the Blind at the Instituto de Educação de Campos. In my life I have not had a more encouraging instance of the experiment of educating bright blind pupils side by side with those who see. When I spoke to the blind children I was delighted with their expressive faces, which I touched, and their free, natural movements. It was a welcome demonstration of what I have often said, that it is good for a mentally capable youngster, blind or deaf, to grow up in the healthy companionship of children who see and hear.

That evening we were in the auditorium of the Teatro Cultural Artística. To my great pleasure, his Excellency Governor Garcez and Dona Carmelita honored the occasion with their presence. I begged the audience to remove the ignorant view that because a person is blind or deaf he is incapacitated for service to society and I urged them to stand behind the government's enlightened policy of supporting methods of rehabilitation and vocational guidance that would render the handicapped acceptable to employers in large concerns.

Dr. Mocayr E. Alvaro, President of the Pan-American Association of Ophthalmology, announced my acceptance of his invitation to become chairman of the International Committee for Welfare of the Blind, with Dorina Nowill as Latin American chairman. There followed a beautiful scene which caused me to feel that I was queen. Many people brought up flowers as a greeting to me—roses, orchids, dahlias, hydrangeas and gorgeous red, pink and purple Brazilian blossoms and laid them on a long, long table—a fragrant Niagara of loveliness, beautifully con-

trived, Polly said, like a coronation ceremony. Though almost overwhelmed I managed to thank the people for an extraordinary display that I could appreciate through my senses of touch and smell. Afterwards the flowers were laid on the monuments of the illustrious dead or carried to hospitals.

Chile

The next day we returned to Rio de Janeiro and at one o'clock Sunday morning we left by plane for Santiago, Chile, soaring high over the Andes. The passage, called "The Cow's Tongue," was terrific. After the foothills came enormous, grim, bare mountains where death seemed to reign. The plane dipped as we passed range after range and I felt as if we should sink into the bowels of those dread giants. I am told they are not as rugged as the Himalayas, but they are the most forbidding mountains I have yet traversed.

After this marvelous but awe-inspiring experience, landing at Cerrillos Airport in Santiago was like dropping suddenly from a world of loneliness into the welcoming heart of a great cheering crowd. Señorita Margarita Ibañez, daughter of the President of Chile, was head of the reception committee. Among others present were Señor Arturo Edwards of the Compañía Chilena Consolidada de Seguros, Ltd., Dr. Gómez, Director of Primary Education, Mr. William Salas, CARE Chief of Mission in Chile, representatives from schools for the blind and deaf and delegates from the American Embassy. Blind children from the schools sang "Adeste Fidelis" and "God Bless America" as they strewed my path with rose petals. I was charmed with their fresh young voices and beautiful English. Señorita Margarita whose fervent interest in the blind made our coming such a happy affair took us with her to



Luncheon in honor of Miss Keller tendered by His Excellency, Claude G. Bowers, U.S. Ambassador to Chile. At Mr. Bower's right is Miss Margarita Ibanez, daughter of President Ibanez of Chile; to her right, Mr. Carlos Hall, counselor to the U.S. Embassy.

the Hotel Carrera in the President's car.

That evening I shall not forget. Señor Edwards (or Arturo as we came to call him) took Polly, Nelson and me to dinner at an old restaurant, the Blue Danube. But it was not the meat cooked tantalizingly by an artist, nor the exquisite wines that pleased me most. It was Arturo's extraordinary personality. His heart of a poet, his lofty idealism, his love of adventure and readiness to fight windmills for a good cause made me call him Don Quixote. It is not often that the movement for the blind attracts to its banner such luminous, imaginative companionship.

Early next morning from our suite at the hotel we saw the soldiers changing guard at the Palace. There was all the excitement of a special occasion—the sound of trumpets and beating drums, the gorgeous uniforms of the guards,

crowds gathering and many dogs barking and jumping around. Afterwards we visited the National Normal School. Dr. Gómez presided and I talked to the students about the greatness of their work. I said that it was the tireless energy and resourcefulness of teachers that drives away the evil spirit of ignorance and that their vital task will be not only to develop man's intellectual faculties harmoniously, but also to extend his sympathies to include the welfare of all mankind. The press conference that afternoon was wonderful. Many practical questions were asked regarding the blind and their capabilities and methods of training them.

The work of the National School for the Blind which I visited on May 19 is excellent, but it is housed in a hundred-year-old building and the quarters are inadequate. All who apply cannot be admitted and I was happy to tell the

pupils that two new schools would be started—one for the blind, the other for the deaf. Their applause was truly touching.

That day we attended a luncheon given by the American Woman's Society of Chile and the American Society of Chile. Among the guests were Ambassador and Mrs. Claude G. Bowers, Señorita Margarita Ibañez, Mr. Henry Gardner, Arturo Edwards and many American-Chilean guests. The sum of about 40,000 pesos was raised and I turned it over to Arturo for the blind of Chile. In the afternoon we went to the National School for the Deaf. Here too the building is overcrowded and old, so it can be imagined how glad they were when I gave the good tidings about the new schools. Señor Julio Hasbun, National President of the Association for the Deaf, bestowed upon me a medal and honorary membership in his Society.

On Wednesday the 20th we spent the morning at two private schools for the handicapped outside Santiago. Both are staffed by Franciscan nuns. Both have beautiful buildings and stand in beautiful gardens. The Sisters understood the needs of their charges and the children were refreshingly spontaneous and responsive.

We lunched with Ambassador and Mrs. Bowers and their daughter Miss Patricia. It was a great pleasure to me to talk with the Ambassador about the countries he had visited and the distinguished people he had met and about his writings on Thomas Jefferson which I hope to read some time.

Thursday was free of engagements, but a mass of correspondence kept my nose to the grindstone all day. It was the first time Polly and I could relax sufficiently to enjoy the attractive suite where we were staying, adorned with native plants, silk-cushioned furniture

and a wonderful painting of the Andes. It was restful to look out upon the mountains themselves in their snowy robes, glowing soft pink in the sunlight.

Friday we lunched at an exclusive club of business men, of which Ambassador Bowers was president. Members are from the United States, Britain and Latin America. I was especially proud to go there as I was the first woman guest in the club's history. In my speech I appealed for employment of the adult blind and besought the club to uphold the Government's wise, daring program in their behalf. To my joy, another generous sum was spontaneously raised at table which I entrusted to Arturo. My experience in Latin America has taught me to speak of *programs* rather than *legislation* for the reason that many laws for the blind are passed which remain dead letters unless the government or an influential group of citizens work out an active program.

At six o'clock Polly and I were received at the Palace by President Ibañez, his wife and daughters, one of them my sweet friend Señorita Margarita. The President's friendliness was most touching. He patted me on the shoulder with a big warmth like that of President Taft whom I knew in my youth and who came twice to New York to lift up his genial voice for the blind. In accordance with President Ibañez's wish, Minister Millas pinned on my breast the Bernardo O'Higgins Order of Merit—an honor which I shall ever be proud to associate with the name of an heroic Chilean patriot.

From the reception we rushed to our lecture at the University of Chile. I was introduced by Dr. Eugenio Pereira Salas, Acting Dean of the School of Philosophy and Education. Señorita Erma Salas, professor of education, spoke delightfully of philosophy as a

study which, added to faith, had liberated my spirit. It was a splendid audience—2000 students and professors—that listened to my talk on prevention of blindness.

On Saturday the 23rd President Ibañez placed his car at our disposal and Polly, Nelson and I drove off with Arturo to Viña del Mar. The weather was lovely and as we gazed out at marvelous valleys and hills it was wonderful to me to see them through Arturo's eyes of a poet. That afternoon he took us to a fine school for the blind supported by the Rev. Fr. José Escudero and under the direction of the Sisters of St. Francis. The school embodies Arturo's advanced ideas of placing blind children in beautiful surroundings where they have the advantages of sunshine, free play, and faculties stimulated by "beauty born of murmuring sound" to replace their sight. Their spontaneous embraces and happy songs, remembered, are a very precious part of my experiences in Latin America.

The next day we motored back to Santiago by the Pan-American Highway but were obliged to take a detour owing to repairs on the road. We begged Arturo to accompany us to Concepción, where I was to address the University, because we felt that his presence and his skillful translation would carry my appeal far. He departed with us from Santiago that night, supposing that we should all return on Tuesday. We knew there had recently been a terrible earthquake in Concepción but we did not dream of the circumstances that would upset our schedule.

When we arrived in the little city far to the south in Chile we learned that the situation was going from bad to worse. It had rained continuously for seven days and the railroad tracks were flooded. At 6:00 P.M. when the

meeting at the University took place the wind was blowing a gale and the rain was still falling in large cold drops. It was enough to discourage even an audience accustomed to a damp, harsh climate, yet the University was crowded. It surprised me that the people should brave the elements to show interest in a deaf-blind person like me. But I knew that the municipal authorities of southern Chile had been anxious to make Concepción a centre of progressive work for all classes of the blind and thus stimulate the movement throughout the country. In my talk about ways to rehabilitate the unfortunate I pleaded with them to co-operate with Arturo Edwards in his endeavors for all the blind of the state and to preserve the unity which alone ensures lasting service to others. I shall always remember the friendliness of the University president, Prof. Juan Molina, Dean Corina de Medina and their watchful care in making sure that we got to the hotel safely.

When we left the hotel for the station we found all trains blocked. Rivers in that region had overflowed their banks. Railroads were broken in many places, tracks were covered with slides from the mountains—we were marooned in Concepción! Next morning I experienced one of the unnumbered instances of good-fellowship that cause me to have faith in mankind. At breakfast I was stirred by a spontaneous gift of 3000 pesos by friends of Arturo's who sat at the next table, which they wished to be spent for the blind. The thought of their generosity was even more moving to me afterwards when Polly and I walked with Dean Medina to lunch and my heart bled over the damage which the earthquake had wrought in the city. The debris had been removed, but the pavement was uneven and in every direction houses and buildings

which I touched were trying pitifully to survive. Some had fallen exposing the cellar, others were without roofs or windows, and through their broken walls exhaled the breath of their dying life.

Arturo sat at the telephone all day trying to obtain information about some kind of conveyance which would take us to a place whence we hoped to make connections with another train or automobile or bus. When we arrived in Chillan by train we found all roads blocked and were obliged to spend the night at Hotel Gran. There was neither water nor heat in the building.

Arturo telephoned President Ibañez for aid, and on Thursday May 28th we were picked up by a beautiful six-place military plane, the "Beaver." The pilot, Lieut. Orlando García Palazuelos, had to take us by way of Viña del Mar to avoid rough winds. On landing at Santiago we were met by William Salas with the President's car. My heart overflows with gratitude to the First Citizen of Chile for his thoughtfulness in guiding us to safety on one of the strangest trips that fate had allotted to us. It was necessary to cancel the meeting for that evening on account of the upsetting behavior of the elements.

At the Santiago Women's College on May 29th I was thrilled by an example of warm-hearted interest in the blind. Mrs. M. C. Migel used to be a student there, and for many years her interest and generosity have fostered among the girls a desire to brighten the lives of those who live in the dark. A special group of the alumnae, whose chairman, Senora Julia Cabezone Ropert, greeted me that morning, serves the blind by transcribing braille books. Another joy was in store for me of which I could not have dreamed. Señorita Sofía Nuñez, Principal of the P.S. Liceo de Niñas 7, brought in girls from five

neighboring schools with donations for the blind of Chile amounting to 25,000 pesos. I was almost speechless, but after Miss Elizabeth Mason, Director of the College, had introduced me with an inspiring account of what the girls were trying to do for the sightless I found my tongue. It was doubly sweet to feel the girls around me, a garden of youth offering their fragrance on the altar of service.

From the College we went to the Presidential Palace for the last meeting in Santiago. I had already been told that eight million pesos—enough to start with—had been raised for the two new schools and that I was to lay the cornerstone symbolically. President Ibañez announced that the work of building the schools would soon begin and would not stop until it was finished. I expressed my happy sense of gratification. Several hours later at the airport where Polly, Nelson and I were departing for Lima, Peru, I found that Señorita Margarita and her sister and Arturo had come to see us off. I do not know which I felt most—joy in the conclusion of my visit to beautiful Santiago or pain at leaving friends whose disinterested service to the handicapped I had shared.

Peru

A great crowd was waiting for us at Limatambo Airport in Lima. Among them was the wife of Ambassador Harold Tittman (the Ambassador was ill), Mr. Thomas Driver, Public Affairs Officer from the United States Embassy, Dr. Eduardo Indacochea, Secretary General of the Ministry of Higher Education, Señorita Elena Gaffron, former volunteer leader for work for the blind, Prof. Celín Acosta, Director of the Government School for the Blind, Senator Gambetta, Arthur Greenfield, CARE Mission Chief of Peru, and others.

Next morning at the Hotel Bolivar there was the usual cordial, intelligent attitude of the press who interviewed me. At noon Polly and I paid our respects to the Minister of Education, Comandante Alfonso Balaguer, who received us with stately courtesy.

At six P. M. we had an enjoyable tea with the ladies of El Hogar de la Madre (Home) Society for Poor Mothers of which Señora Violeta Criado Tejada de Benvenuto is president. Every instinct in me has always responded to progress for woman not only as a creator of the human race but also as preserver of her children's health and intelligence. I was thankful to notice that women of Peru were opening their minds to these far-reaching possibilities.

On June 1 we called on the Minister of Public Health and Welfare, Dr. (Colonel) Luis Saenz and the acting director of hospitals, Dr. Campos Pallette. I learned much from them. Like other countries where the work for the handicapped is backward, Peru has great difficulty in locating all its blind and compiling statistics of preventable blindness. The rural part of the country, especially in the mountains and the jungles, are often hard to reach and many families treat with indifference their members without sight and hearing. I suggested that a commission for the blind of Peru be established to help solve those complex problems and Dr. Saenz was favorable to the idea.

It was an exciting moment at the National Institute for the Blind when Prof. Celín Acosta presented me with a silver plate having on it the shield of Peru. Press and cinema cameras were there and the publicity they furnished wonderfully stimulated interest. A separate organization, the Union for the Blind, came to the meeting. I begged them all to do still more to widen the

field for the rehabilitation of the Peruvian blind.

That evening I lectured at the Catholic University of Peru. The rector, Rev. Fidel Tubino, who introduced me, was most appreciative of Anne Sullivan's perseverance in liberating my mind. It was a thoughtful quiet audience—students, professors and guests—who listened to what I said about training the blind to perform worthwhile services to society on equal terms with the seeing. Newspapers were useful in spreading information about a group whom the public is slow to understand.

On June 2nd Polly and I went to the Municipal Hall where the Provincial Council meets. Before this gathering Mayor Luis Larco declared that I was the "Illustrious Guest" of the Municipality of Lima. He placed a silver plate in my hands with the coat-of-arms of the City of Lima and after a beautiful speech embraced me with Peruvian fervor.

At the Lima Lions luncheon which we attended that day I was gratified by the cordial interest of the members in the blind and I appealed to the Lions to keep roaring until their voice is heard throughout Peru. In the afternoon at the Société Entre Nous a Helen Keller Club of blind young men and boys entertained me with a musical program and there was a proud glow in my soul as that talented group bestowed upon me an Honorary Presidency.

Wednesday we drove out to the school in Barranco where the blind and deaf are under the same roof, although each group has its own teachers. It is well run under the direction of Franciscan Sisters. Around it extend beautiful gardens where the children have freedom to exercise and play and there is an efficient workshop for blind adults under the patronage of Señora Maria

Delgado Odria, the wife of the President.

From the school we went to luncheon at the lovely Spanish house where Ambassador Tittman lives. The Ambassador and I discussed the Incas and he showed me some pre-Inca pottery and a piece of cloth amazingly well preserved which was found on one of the mummies of that prehistoric race.

At the Mercedes Cabello de Carbonero High School where I spoke in the evening it was a moment full of humility for me when Señorita Barcia Bonifatti who introduced me gave this exquisite message: "Our sacred mission is to search for light and use its rays to awaken the intelligence of each child. That is why the Asociación de Maestras Especializadas en Educación Infantil renders you homage today by designating you as 'Amiga de Honor.' We have made this wreath which will be as our arms pressing you close to our hearts." There were 800 special teachers and I was thankful that the seeds of knowledge about the handicapped had fallen into such rich soil.

On Thursday we rose at four o'clock to catch the plane for Arequipa. We were met by Col. Miguel Montoya Guerrero, head of the Military High School, and others. The "white city" with volcanoes standing around it like sentinels captured my imagination. I was enchanted by the scents of roses, sweetpeas and mimosa. On the big lawns of the Hotel Turista we could sit in the warm sunshine and drink deep from the chalice of mountain peace.

Our visit that afternoon to the Arequipa School for the Blind was a bright event in my stay in Peru. The program was most charming. I loved the vivacious light colorful Peruvian music which the pupils played. Among them were many Indians whose gaiety and

freedom of movement pleased me. I saw how loving the the teachers—Franciscan nuns—were in their attitude towards both the white and Indian children. I sensed the fire of their enthusiasm, a fresh bloom in feeling, an insight into the individual characters of the pupils—qualities from which springs the best kind of rehabilitation.

Next morning after the Municipality conferred a "distinguished guest" citation upon me I hurried away to address the students at the Military High School. I suggested that a commission for the blind be created for Arequipa and vicinity and to my lively pleasure I heard from Colonel Montoya that the city would soon have the commission. We admired his energy in getting things done quickly.

That afternoon we had the privilege of spending an hour seeing examples of pre-Inca art. Wonderingly I fingered the tangible history those instinctively great artists had depicted—mirth or sorrow, beauty or ugliness, the fury of war or the smile of peace, the unresponsive blank of blindness and the wasting horror of leprosy.

On Saturday after our return to Lima, at the invitation of Señorita Araoz, I spoke at the Social Services School on prevention of blindness and from the prompt and hearty response of the audience I felt sure that more vigorous efforts would be put forth to keep the light in human eyes.

Monday I opened a new ward for the blind in the San Juan de Dios Hospital in Callao and in the afternoon we left by airplane for Panama City, Republic of Panama.

Panama

It was 1:40 A.M. when we arrived at Tocumen Airport, but we were met by Mr. Robert Memminger, U.S. Chargé d'Affaires, and a number of others, in-



Miss Keller receives the press at the Hotel el Panama.

cluding representatives from the Panama schools for the blind and the deaf and from the school for the blind in San José, Costa Rica. At El Panama Hotel the Presidential suite was graciously reserved for us.

After the delicious climate in which we had lived for more than a month we found the air of Panama oppressive and we had every reason to bless those who invented air-conditioning, as well as the hospitable thoughtfulness of the President of the Republic, Colonel Antonio Remón.

The press sent a dozen reporters and photographers and it was a pleasure to note the friendly warmth with which they wanted to be of service in my work. Ambassador Wiley had undertaken to plan my visit personally, but to my regret, he was called to the United States on urgent business. Mr. Memminger and Panama's Chief of Protocol, Señor Camillo Zalcedo Levy did everything possible to make our visit enjoyable and render our meetings fruitful.

On Wednesday I spoke in the open air at the National School for the Blind and Deaf. When I heard that there were few young deaf and blind in Panama I felt it would be well to include in my talk on rehabilitation other groups lame or maimed in some way but able to be trained to earn a living. I had an affectionate memory of the fraternal co-operation between the sightless, the deaf, and the cripples in New Zealand and I thought it would be wonderful to foster a similar spirit in Panama. In the afternoon I was lovingly welcomed by Capt. and Mrs. Hodgson of the Salvation Army who conduct a class of six blind adults on the ground floor of the Masonic Temple. It was a joy to see that the blind were accomplishing tasks which would qualify them for open industry—weaving, knitting, making door mats and rugs.

On Thursday Mr. Levy escorted us to the Palace to meet his Excellency President Antonio José Remón. I sensed in his handclasp a reserve of quiet strength



The Panama Rotary, Panama Lions and Balboa Lions join to honor Miss Keller at luncheon.

and power to direct a state placed between two vast commerce-filled oceans and serving as a gateway for the ships of all nations and, let us hope, a permanent bond of peace. We stayed only a moment or two, but his words were cordial, especially when I told him I looked forward to meeting his wife, Señora Doña Cecilia Pinel de Remón whose lovely spirit I had already felt reaching out to comfort, enlighten and bless.

After we left the Palace we heard more about her work as one to whom the people of Panama can pour out their sorrows and be sure of her understanding. She strives not only to lessen misery but to root out its causes and abolish them. She is keenly interested in public health and I was thankful to have such a generous champion in the fight to preserve eyesight. She and I were guests of honor at a luncheon that day, given by the Panama Lions and Rotarians and the Balboa Lions. Doña

Cecilia's presence was truly an event of happy significance to me. I suggested that the Lions and Rotarians seek out opportunities for training and employing all handicapped groups. The interest with which my talk was received made me feel that the audience was concerned not merely with unfortunate groups, but live men and women and children with a right to a life of hope and pride-inspiring accomplishment.

In the afternoon a beautiful reception was held for Polly and me at the Presidential Residence where Doña Cecilia was hostess. Around her were gathered two hundred women of American, Panamanian and other nationalities. With sincere enthusiasm I blessed Doña Cecilia for her devotion to the people's welfare and stressed prevention of blindness—a message which her strong support made me feel I had not delivered on a more worthwhile occasion.

The last meeting at which I spoke in Panama was a densely crowded one

at the University. Between two and three thousand students, professors and friends were gathered there. Dr. Mendes Parrera, the Rector, introduced me. My subject was the preciousness of understanding to the handicapped and despite the heat the audience was very patient listening to me. I like to think of the University with its big new buildings as a centre where many young people from Panama and other Latin American countries will have access to all modern knowledge and be inspired by the

“Congress of the great, the wise,—
The Hearing ear, the Seeing eyes—”

Mexico

On June 13 we left for Mexico City. It was a pleasure to have Messrs. Memminger and Levy and other friends bid us goodbyes full of appreciation. We passed through Managua, Nicaragua, Guatemala City and San Salvador where we stopped for lunch. The airplane was delayed by engine trouble and we were fifty minutes late in arriving at Mexico City. An excited crowd was waiting for us and Nelson found it difficult to clear the way for us to the car.

The people who accompanied us in the car talked incessantly and sometimes all talked together so that our heads were fairly swimming when we finally reached the house of Mrs. Emmette Goodrich. She had charmingly invited Polly and me to stay here during our visit to Mexico while she and her family are travelling in Europe. In her letter she expressed the beautiful Spanish idea of hospitality, speaking of her home to me as “Your House.” Afterwards we realized what a wonder of comfort and peace it was, but no sooner had we entered it than the evening became vocal with press interviews and

questions of all kinds. Our appetites were clamouring when at last we sat down to a hot supper and I wondered that we remembered enough that night to undress and go to bed.

The next day we were glad of a rest as it enabled us to adjust to the altitude of more than 8000 feet. The weather was warm and a delicious lunch was served to us in the garden which was a bath of sunshine, poetry, and emotion. Polly's ears and eyes rejoiced in the birds and as we sat in hammocks with movable tops to admit or shut out the sun I smelled pines, eucalypti, fruit trees, boxwood and roses. Three bulldogs entertained us with joyous gambols and sudden flares of jealousy when we tried to pet one or another.

On Monday I was thrilled to experience proof of what I had heard of the movement for the adult blind of Mexico under the Junior League. Polly and I visited the Rehabilitation Centre for the Blind, Vienna Coyoacan, and I was proud of the variety and artistic quality of the baskets, rugs and knitted goods and woven cloths which they produce under the direction of Mrs. Donald Blair. The blind also transcribe for the Braille Library, of which Mrs. Edward Darnell of the Junior League is in charge, and they help emboss books at the print shop where Mr. Salvador Madriaga is manager.

Everyone anticipated with enthusiasm the establishment of the new braille printing press by the American Foundation for Overseas Blind and the Kellogg Foundation. I rejoiced at the zeal with which Mexico had joined the World Council for the Welfare of the Blind.

Afterwards we visited the National School for the Blind. This school has a salutary effect upon the training of the boys and girls since it emphasizes self-

reliance and freedom of movement. It was delightful to feel the gay artistry with which the blind players wove music out of the dark. And O the skill which the girls displayed in performing elaborate Mexican dances! O the fearless energy with which the older boys wrestled, vaulted and executed tumbling acts! But alas, I found no evidence that attention was given to pre-school blind children—it cannot be too often stated that when a baby loses his sight ways must be found to develop him through exercise, play and natural activity if he is to get the most benefit out of an education either in a school for the blind or with seeing children.

That evening we attended a reception at the home of Mrs. Edwina Marvin for members of the Junior League

and their husbands. Tuesday the 16th I spoke at the National Normal School which is training about 500 teachers-to-be. Miss Louise Lacaud, president of the Junior League, and other members were in the audience. In the evening we were at a reception given by Ambassador and Mrs. Francis White at the United States Embassy. They were most kind and it is regrettable that lack of time prevented us from getting acquainted with the distinguished people to whom we were introduced.

Wednesday June 18 we went to the National Palace where President Adolfo Ruiz Cortines welcomed me warmly to Mexico in behalf of the blind of his country. He declared that he would do more than any other President of Mexico had for the blind. "Please come



Miss Keller visits the Rehabilitation Centre for the Blind, Vienna Coyocan, conducted by the Junior League of Mexico City.

back next year," he said with delightful friendliness, "and see for yourself what we have accomplished for our fellow-beings who cannot see." While there I spoke to a plucky, cheery man who had lost both legs but who took pride in his daily job—polishing the boots of the President.

Thursday the 19th was unforgettable. Round ten o'clock Polly and I were at the Clinic for the Prevention of Blindness of which Dr. Luis Sanches Bulnes is director. Two hundred patients are treated free daily from seven to ten A.M. and there is a little hospital attached. I was uplifted by the unselfish labors of the eye men who not only give treatments without pay but also perform operations. If the patient offers a small fee it is accepted. I had the pleasure of meeting Dr. Teodulo M. Agundes, a friend of Dr. Conrad Berens of New York who for many years watched over my teacher's failing eyesight. The doctors asked me to plead with other ophthalmologists to bestow gratuitous care on patients in humble circumstances when I spoke at the Clinic the next evening. I learned afterwards that several others had promised their services.

The morning of June 20th was memorable too. Polly and I spent an hour of exquisite tearful joy at the Mexican Institute of Hearing and Speech. When we entered the hall I touched the name "Anne Sullivan" carved on the wall. Then followed beautiful speeches about her work and I felt my teacher very close indeed. With emotion that almost choked utterance I thanked the teachers for words which gladdened me with the knowledge that they recognized the fountain from which I had drawn my strength. It awes me that after all the years Teacher and I should still taste, side by side, though unseen

"The joys which mingled sense and spirit yield."

The Mexican Institute of Hearing and Speech is under the direction of Dr. Pedro Verruecos Tellez. The Ministry of Health and Welfare has added this work to its responsibilities and new schools for the blind and deaf, homes for crippled children and establishments of other kinds of handicapped persons are being constructed as rapidly as possible, so that all these groups may be trained for self-support or at least partial independence.

The objectives of the Institute are principally to investigate all phenomena of audiology and phonetics and to train teachers in both sciences. Clinics to correct hearing and speech defects, lessons in phonetics for adults and a vocal school for deaf children are maintained. The classes are kept small and the methods of research are enriched by consultation with the Institute for the Deaf in St. Louis, Missouri, the International Congress in Paris and the Society of Specialists in Madrid.

There was not time for us to see much of Mexico City and I was sorry I had no opportunity to experience the picturesque grandeur of the mountains in the Provinces or the varieties of climate and soil or the breath-taking beauty of fertile regions I had read about or penetrate into the mysteries of the Toltec, Aztec and other civilizations of ancient Mexico. But on Saturday June 21st Miss Lacaud and Mrs. Marvin took Polly and Nelson and me to the Church of Guadalupe and the dead city of Teotihuacan, "the City of the Gods."

On the semi-desert road to the dead city Miss Lacaud who is a student of archaeology, explained that there had once been glorious fertility in the region and great lakes with "floating islands" held together by the roots of

growing trees and other plants, but the Spaniards had drained away the waters. Dreadful droughts and dust-storms resulted. Keenly I sensed a bare, sun-baked desolation. Mexico, Miss Lacaud said, is putting forth an immense sustained effort to restore these waste areas.

At last after a long drive we saw the pyramids rising in mournful majesty and I got out of the car to climb the face of one of them. A shiver ran through me as I felt the enormous dry stones and reached out to touch the horrible goddess crowned with serpents that seemed to search out all secrets with their huge eyes and await their prey, their mighty mouths full of hooked teeth wide open. How, I wondered, could a people highly civilized in so many respects and responsive to some beautiful, deep truths surrender to such hideous fantasies? The difference was palpable to me between the Aztec construction of the mounds over and around the Toltec tombs and that of the stone carvers who had so mysteriously come into the land from beyond the sea and then vanished. Nelson and I walked over the wide space where the Aztec multitudes had witnessed the sacrifices of thousands of war victims and had historically paid the bitter penalty for bowing down to the gods of darkness.

Speaking at the National University of Mexico on Monday June 23rd was an event of peculiar interest for me. From data transcribed by the Junior League I learned that in its present form the institution was founded in 1910 and the words of the great Minister of Public Education and Fine Arts rang in my mind like a peal from a mighty belfry of liberty: "The new University wants to be based primarily

on scientific investigation . . . in the hands of carefully selected Mexican intellectuals who cultivate the love of truth, who have the tenacity of purpose to find it and who are convinced that the criterion of science and patriotism should be in every Mexican's soul." It was not without trepidation that I entered a temple of learning so radiant with visions of achievement. But I derived courage from the thought of Anne Sullivan's benefits of knowledge bestowed upon the bewildered, forlorn little girl I once was.

There was deep sadness in my soul when the plane bore Polly and me back from Mexico to New York, but I knew that the past two months' work, friendship and beauty had wrought golden links which would bind me to Latin America forever. I have received encouraging news during the past six months—an unusually short time after a tour—that government action and the efforts of volunteer organizations have increased in the countries I visited. The São Paulo Chamber has started a study of the capabilities of the blind with an objective of employing them in trade and industry. New techniques of education for blind children are being introduced into Brazil and Panama. Associations for the sightless are forming in Chile and Peru and more schools for blind boys and girls are being opened in the provinces of Mexico. Also I am overjoyed that a Pan-American Ophthalmological Conference is to be held in São Paulo next June. Confidently my soul sings not only of greater progress but of closer comradeship between peoples of the Western hemisphere in leading their blind out of bitter days and denial into the warmth and cheer of normal society.

A S T U D Y

Social Participation of Blind Adults

LEONARD GRAVITZ

THE PRIMARY PURPOSE OF THIS study* was to determine the degree of difference of social participation between blind and non-blind adults. Social participation was here defined as the social relationships an adult (married and/or over 21 years of age) has with adults in situations other than those involving remuneration.

Secondly, the study attempted to determine the distinctive elements of social participation among blind adults. If the handicap of blindness limits or allows participation only along certain lines, it was assumed that a pattern of participation for the blind would become evident.

In 1949, Kohn and Meyer** published a study of the recreational interests of 151 blind adults in New Jersey. Six home teachers of the New Jersey State Commission for the Blind interviewed the first twenty-five cases visited without selection, using a questionnaire. The largest single activity was found to be radio listening, with friends or family visiting and socials second. In addition, the authors concluded:

The study is not indicative of any specific relationship between type of schooling and recreational preference. Only 19 of the 151 individuals attended other than public

school classes. There is a somewhat larger proportion among these 19 who would go to work if they had their sight.

There appears to be no significant relationship between the age of onset of blindness and recreational preference.

As indicated elsewhere, blindness in itself, is not a determining factor in the recreational activities pursued by blind people as compared with those activities they would pursue if sighted. Many blind people refer to the fact that they would engage in certain specific activities if they had their sight. However, most of these same activities are currently engaged in by other blind people.

One half of the blind people canvassed show no preference as to having their recreational or social activities with blind or sighted people. One third definitely prefer the sighted and only 13 per cent prefer the company of other blind people.

This study by Kohn and Meyer did not involve any comparison with the activities of a comparable sighted population.

Plan of the Study

Initial contacts for the present study were made through the offices of the Vocational Aid to the Blind, Lighthouse for the Blind, Service Club for the Blind and the Missouri School for the Blind, all of St. Louis, Missouri.

Data was collected by interviewing with a schedule of 100 blind adults in the St. Louis area in the winter of 1952-53. Each person interviewed was then asked to suggest other blind adults. Thus by having contact with diverse

* This paper is a summary of the masters degree thesis completed by the author at Washington University, St. Louis, in 1953.

** Kohn, J. and Meyer, G. F. "Recreational Interests of Blind Adults." *New Outlook for the Blind*, 1949, v. 43, p. 251-253.

groups of the blind via blind organizations and through personal references it is assumed that a fairly representative sample of the adult blind in St. Louis was obtained.

Blindness was here defined as (1) total blindness or (2) total lack of sight but having light and/or color perception under specified conditions. The individuals in the sample population were required to have been blind at least five years.

The control group (100 sighted adults) was matched with the blind group according to sex, age and marital status, with income level, educational achievement and health equated as far as possible. It was thought that these factors might influence the degree of social participation. The persons in the control group were not interviewed by the author. The data on them had been collected in a previous study and had been recorded. The schedule used to obtain the data for this study followed the one that had been used with the control group, i.e., the Queen Schedule* of Social Participation, which contains six parts: (1) participation in organized groups; (2) participation with immediate family; (3) participation with other relatives; (4) participation with friends; (5) participation with neighbors; and (6) participation at work.

The blind population in this study had completed an average of 11.7 school years. Eighty-seven per cent of them attended the Missouri School for the Blind.

A majority, 51 per cent, of the occupational endeavors of the blind were, in some way, connected with blind organizations. Fifty-four per cent earned less than \$4,000 per year.

* Queen, S. A. Social Participation in Relation to Social Disorganization. *American Sociological Review*, 1949, 14, 251-257.

Findings

Participation in organizations was found to be relatively great. Fifty-four per cent of the informants belonged to the Service Club and there were seven other organizations for blind people in which the sample participated. Four-fifths (80) of the informants belonged to at least one organization, with a mean participation of 2.6 organizations. On the average, each individual in the study belonged to 2.1 organizations.

Informal participation taking place outside the home found the blind spending time with friends, neighbors and relatives in that order. Interaction with friends was much greater than with any other group. Most of these, 62 per cent, were visually handicapped.

The volume of social participation of a blind individual, in the six categories surveyed, was found to be similar in amount to the participation in which a sighted person engages. This participation extended into all activities participated in by the sighted portion of society. Any activity performed by the sighted was found to have been performed by a blind person with comparable ability. The only exception to the extent of participation of the blind would be an activity where sight would be a specific requirement, e.g., driving an automobile. Activities that the blind group have participated in, amongst others, are bicycle riding and cross country hikes.

When compared with the patterns of social participation practiced by society at large, the habits and practices of the blind show no distinctive differences or patterns. They do tend to associate with each other, which may be due to the fact that society views them as a group apart, and in this way sets up pressures leading to the formation of "blind" groups. Thus their reaction, in

general, is analagous to that of any ethnic minority or physically handicapped group (e.g., the deaf) in that they tend to interact among themselves at all levels of participation.

On the whole, the findings of the present investigation appear to be consistent with those of the Kohn and Meyer study cited at the beginning of this paper. Both studies indicate a wide range of activities among the blind population. A possible *difference* is to be found in the fact that a *small minority* of the individuals interviewed in New Jersey expressed a preference for the company of other blind people while a *majority* of the Missouri group was found to belong to organizations for blind people and to choose other

blind people as friends. It is possible that, had the New Jersey study gone beyond an expression of preference and analyzed actual activities, the results would be similar to those reported here. That is, blind individuals might express no particular preference to associate with others similarly handicapped and wind up with this type of friendship and group affiliation, anyway. This could derive from the social forces noted earlier. On the other hand, it is possible that the New Jersey group actually follows a less segregated recreational pattern, and that the difference stems from their predominantly public school background, as contrasted with the residential school history of the Missouri people.

THIS I BELIEVE

Text of Nation-wide Broadcast April 7, 1954

Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, prepared this statement for Edward R. Murrow's program, "This I Believe." This series of five-minute broadcasts, on which men and women in all walks of life present their personal philosophies, was launched in 1949 by four businessmen who were concerned over the decline of spiritual values. Run without profit and depending upon anonymous contributors, "This I Believe" is broadcast over 200 U.S. stations and 140 foreign stations and the Voice of America in six languages. It appears weekly in 90 newspapers. "This I Believe" is a best-selling book in this country and has now been published in Great Britain. Columbia Records have just released an LP "This I Believe" album containing the beliefs of ten living Americans and ten Immortals.

Life for me has reached a stage at which I consider myself neither young nor old, and I seem to be in a position to see both extremes. When I was much younger, like most of us, I could not then comprehend what life might hold in store and I am certain that when I am much older I will not then be able to remember my childhood. But today I look back with ease upon a childhood spent in a part of a Southern town which, though decent, might have been called the "wrong side of the tracks." I remember the envy which filled me as I saw those who were older who seemed to have the things which symbolized the "right side of the tracks" and I remember my perplexity as to how I would ever attain those material blessings. My forebears, however, had endowed me with a rather sturdy nature which was not easily bothered by frustrations and I set about at an early age to follow a philosophy that if I did each day's work as well as I possibly knew how that the future would then bring satisfaction, if only the satisfaction of knowing that I had done my best. There are those who are much more philosophical than I who might say that from this youthful patience of attitude I developed an appreciation of spiritual values which now seem more important than any of the material blessings which have come to me as a result of conscientious effort. Some might say that the loss of my eyesight when I was sixteen years old may have

brought me to an understanding of such matters, but I do not think that that is necessarily true. Sudden shocks to the human machine such as total blindness do not of themselves make or break an individual. Blindness is a very serious inconvenience but not in itself a mold of character—the character should be there to begin with. A human being may accept and adjust to his blindness or any other circumstance normally considered to be a crisis only as well as he already possesses certain unshakeable parts to his personality.

This, then, I BELIEVE—that a human being can meet and carry through any circumstance in life if he possesses a willingness to work beyond tangible compensation; the capacity for restraining selfish desires for passing pleasures; a sense of humor about himself and the world; a compassionate understanding of others; and, a strong abiding belief in some deity, regardless of the earthly format of his creed.

As childhood moves farther away in my perspective and I enter upon the more mature years, even if my belief differs from that of someone else's, I know that the simple fact that I do have a belief will provide me with the moral strength to spend the rest of my years in a manner which hopefully will be of some small use to society, and from a feeling of usefulness I will gain personal contentment.

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First Workshop on Industrial Homework

A WORKSHOP ON Industrial Homework sponsored by the National Industries for the Blind, the American Foundation for the Blind and the Office of Vocational Rehabilitation, Department of Health, Welfare and Education, was held in Washington, D. C., for five days the week of March 5th.

The workshop, the first one to be held on this particular subject, aroused a great deal of interest and the outcome of the five days of intensive discussion, while far from solving all of the problems, was gratifying in that it served to establish a clearer picture of industrial homework as distinct from other services to be rendered in the home; and in the clarification moved a step nearer the establishment of a sound foundation upon which to build and test this particular phase of the rehabilitation process.

Each one of the sponsoring agencies was allowed ten invitations. The basis of the selection was determined upon certain elements which were felt to be important in approaching the subject in the broadest sense.

Persons chosen represented:

1. Those operating homework programs offering training in the shop, a center or the home.
2. Those interested in developing industrial homework.
3. Agencies reflecting the rural, urban, and suburban assets and limitations.
4. Agencies reflecting variables in geographic location (sparsely populated—limited markets.)

5. Executive, technical and practitioner level of responsibility.

6. Agencies serving physically handicapped, blind, aged and chronically ill.

7. Organized labor.

8. Competitive industry.

9. Federal Department of Labor.

Decisions as to representation participants were difficult to make as many indicated a wish to be included but it was agreed that any larger group would prove unwieldy and complete participation, which was aimed at, would not be possible.

Some 21 states were represented in the group finally assembled.

The five days were divided into two daily sessions, a chairman presiding at each. The chairmen were provided with a team, a secretary and a recorder. Such a set-up not only helped to promote and channel discussion but also assured participation from each member of the group.

The subject material for the respective meetings was as follows:

1. Industrial homework (as distinctive from other services in the home) for the handicapped, including the blind, the aged, and chronically ill.
2. Important factors to be considered in anticipation of industrial homework program.
3. Methods and procedures involved in instruction and training for industrial employment of the homebound.
4. Production problems in industrial homework.
5. Staff required to operate industrial homework program.
6. Selection and standardization of

products or processes. 7. Marketing. 8. Marketing and merchandising. 9. Report and discussion of major conclusions. 10. Report and discussion of plans for future action.

It is too soon to offer definite and final reports as the tape recording of the entire workshop is still in the process of being transcribed, an edited version of which is to be eventually published. It can be said, however, that a major achievement was common agreement that industrial homework as defined constitutes a recognized and needed service in the employment area to the homebound individual who is either physically disabled, blind, aged or chronically ill.

The problems involved in extending such services to the homebound person wishing for and able to use industrial employment were realistically faced in active discussion from metropolitan cities with every resource available, to remote rural areas where the potential worker may be found living in a tent or a cave.

Some of the definitions arrived at were:

A. Homework Program

A service to be rendered by an accredited agency—designed and developed with the intention of adhering to health and labor laws—to offer regular work training and remunerative work opportunities to those eligible disabled persons who cannot, for physical, psychological or geographic reasons leave their homes to travel to and from a place of business.

B. Manufacturing, Contract and Processing

Manufacturing work, i.e., an operation in the home where the agency plans the work, furnishes the material, supervises the work and markets the

product. Agency pays wages which may be hourly, piece rate or a combination of both.

Contract work refers to sub-contract work. Work supplied through an agency utilizing material secured from a business or industry (inventory if this not carried by an agency), and with finished product turned back to the manufacturer for further processing or sale.

Processing as used in this outline to be considered as a method of handling work rather than an area of actual industrial homework.

C. Industrial Homeworker and Homework Contractor

Industrial homeworker means any person who manufactures in a home, in whole or in part, with material which has been furnished by an employer, for industrial homework, any article or articles to be returned to such employer directly or indirectly.

Homework contractor or distributor means any person who for the account or benefit of an employer delivers to a homeworker or any other person not engaged by such employer articles or materials to be manufactured in a home and thereafter to be returned to said person or otherwise disposed of in accordance with his direction.

D. Marketing

Marketing is the process by which a finished product is brought to the point of sale at the lowest possible cost, in an eye appealing form, at a price that is readily acceptable to the consumer.

E. Merchandising

Merchandising is the process of satisfying customers' wants.

Some points of agreement arrived at were:

1. Basic considerations in selecting

people for homework is that acceptance should follow total evaluation of client, including such continuing physical restoration services as may assist in moving the client out of the home-bound category.

2. Preparation of client through all available supporting services is essential.

3. It is the responsibility of administrators of industrial homework programs to be conversant with and to adhere to any applicable federal, state and local labor, health and safety regulations, such as the Fair Labor Standards Act, the Walsh-Healey Public Contracts Act, and in all instance in which it will be beneficial to the homeworkers to urge inclusion of the benefits of Social Security, Workmen's Compensation, etc.

4. Community organization is a necessary tool in administering a homework program. It is recommended in four areas:

- a. Public-private agency co-operation utilizing all available services, i.e., vocational rehabilitation services, agricultural services, educational services and welfare and health services.
- b. Integration of labor personnel in the program for complete understanding.
- c. Liaison with private industry.
- d. Development of volunteer groups or individuals to meet service needs.

5. Training has to be individual but a combination of home and center training facilities is advisable when possible. Completeness of training is essential.

6. Production:

- a. Selection of job operations appropriate to the needs and skills of the clients eligible and which can be done in homes, using the same or equivalent methods and equipment as used in the factory or adjustment in contract rates to compensate for any change in methods.

- b. Pricing jobs to include a fair return to the homeworker and a coverage of as many agency costs as possible, such as delivery and inspection.
- c. Providing supervision to assure quality and quantity of production.
- d. Knowing productive capacities of the homeworkers to assure quantity, quality and completion of work when needed. (This involves follow-up to assure that homeworkers are not retained in a homework program if they can use their productive skills to better advantage.)
- e. Determination by each agency of eligibility requirements covering the questions of wage floors, minimum hours of work or units of production in accordance with clients' needs and abilities, community conditions and agency resources.
- f. Utilization of special knowledge concerning production from all appropriate sources for time studies, pricing, job lay-outs, etc.
- g. Maintenance of adequate records to provide a basis for evaluating the operation of the program and to measure its effectiveness as a service to the clients.

7. Merchandising and marketing demands adherence to recognized business principles and knowledge of current trends in the area of operation. Available information on all appropriate marketing aids, trade information, etc., should be secured and utilized.

8. It is necessary to have properly qualified staff adequate in number and suitably compensated, whose duties are clearly defined in terms of job requirements, and who receive adequate in-service training and supervision.

Some of the questions proposed but left unanswered were:

1. Does industrial homework include own enterprise.
2. Magnitude of need for industrial homework needs to be defined, including extension of services to the chronically ill and aged.
3. Question of labelling of products

as "blind-made" or made by handicapped produced a strong difference of opinion.

4. The question of overlapping of functions in various staff levels such as social worker, and home teacher, home teacher and instructor.

5. Use of, composition and role of evaluation team was suggested but not adequately identified.

6. Furnish explanation of public assistance grants in connection with homework program and savings.

The sponsoring committee as well as the individual participants were in agreement that the workshop as a "first" had fulfilled its functions and it was recommended that the group remain intact for further sessions.

In the last analysis, it was interesting

and gratifying that not only was solid and sound groundwork laid for the promotion of programs of industrial homework, but at the same time there was open and free discussion of fundamental principles over and above those inherent in the homework area. This is healthy, for it is in the co-ordination and consolidation of all related resources and facilities through which we may hope to bring regular work opportunity and employment to the homebound individual in whatever setting we may find him.

The sponsoring committee was: Mary Switzer; Donald Dabelstein; Maurice Tynan; Arthur Voorhees; Robert Barnett; Kathern Gruber; J. Albert Asenjo; C. C. Kleber; Roberta Townsend, Chairman; Edgar Porter, Moderator.

Congress Studies Legislation

A Survey of Proposed Measures Affecting the Blind

[Editor's Note: There is a long time lapse between preparation of copy and receipt of the printed copy of the **New Outlook** by subscribers. In these circumstances the accuracy of news subjects which change from day to day or week to week cannot be guaranteed. In this instance we are intercepting our normal schedule in order to bring to our readers a report of some of the more important bills under consideration in Congress as of April 1, bills which if enacted would affect blind people on the federal level. Information is included which indicates their provisions, their status, and how they affect existing programs. Congress is reported speeding up its work, but those who wish to communicate with Congressmen may probably in most cases still be able to do so before final disposition is made.]

Tax Legislation

The usual number of measures which would increase the income tax exemptions to blind persons have been introduced and referred to the Ways and Means Committee, which, incidentally, did not take any action with regard to these measures when writing the new tax bill, *H.R. 8300*. This bill, *H.R. 8300*, has been passed by the House and is now (early April) pending in the Senate with hearings scheduled before the Finance Committee.

The American Foundation for the Blind and the American Association of Workers for the Blind have made a recommendation with regard to this tax bill which states that: "The exemption for blindness which now applies only to the blind taxpayer or the blind spouse of a taxpayer, when filing a joint return, be extended to the taxpayer supporting any blind individual." It is expected that this would make aged blind persons more welcome in the homes where they are being supported by other members of the family.

Anyone interested in expressing his views on this subject should write immediately to members of the Senate Finance Committee, at the Senate Office Building, Washington, D.C.:

Chairman: Hon. Eugene D. Millikin of Colorado

Republicans

Hugh Butler
Edward Martin
John J. Williams
Ralph E. Flanders
George W. Malone
Frank Carlson
Wallace F. Bennett

Democrats

Walter F. George
Harry F. Byrd
Edwin C. Johnson
Clyde R. Hoey
Robert S. Kerr
J. Allen Frear
Russell B. Long

Social Security Legislation

The Committee on Ways and Means of the House of Representatives began hearings on April 1, on *H. R. 7199*, the President's proposal on extended Old Age and Survivors Insurance for increasing benefits under this program.

There are other social security measures before the House which would in one way or another affect blind persons, such as providing for extended benefits should a person become permanently and totally disabled. Blind persons, of course, would come in this category when employed in a covered industry before the onset of blindness.

H.R. 7713 by Mr. Williams of New Jersey is probably the bill most nearly providing what workers for the blind want in the matter of disability insurance against blindness.

The AFB recommends that Title X of the Social Security Act (providing for aid to the needy blind) be amended and liberalized so that in computing the

resources available to an applicant for aid to the blind, the following resources shall be exempted:

1. The value of a homestead occupied by the applicant.
2. The first \$50 monthly of earned income (as now).
3. Fifty cents of each additional dollar of earned income.
4. Cash and/or the cash surrender value of life insurance up to a maximum of \$1,000.

Those who support such recommendations and believe they are reasonable and necessary if blind persons are to be benefited in a more liberal social security program should write to Congressman Daniel Reed, Chairman of the Ways and Means Committee of the House of Representatives, House Office Building, Washington, D.C., and ask him to support these proposals. Another suggestion made to those who favor the idea is that Mr. Reed should also be urged to look with approval on a plan of disability insurance which would give to any person employed in covered industry, and who might while so employed suffer the loss of sight, an immediate monthly disability income at least equal in amount to what he would not otherwise receive until reaching the age of 65 and becoming eligible under the Old Age and Survivors Benefits of Social Security.

Vocational Rehabilitation Legislation

(Bills before the Senate Committee on Labor and Public Welfare under the chairmanship of Senator H. Alexander Smith of New Jersey.)

S. 2759—Senator Smith of New Jersey (the Administration's proposal for expanding vocational rehabilitation). Workers for the blind have studied this bill and are in general agreement with the theory of expanding the vocational rehabilitation program as outlined in

the bill, but think that certain phrasing should be changed in order to better protect the interest of the blind. This measure was discussed in the President's message to Congress in January and has been analyzed in bulletins published by the National Rehabilitation Association. The feature which raises the greatest objections is the change in the method of financing the federal-state programs. This bill, over a number of years, would greatly reduce the federal share, which would mean that in order to maintain the program, the states would have to increase state appropriations by a sizeable sum. The bill also requires that the state plan for vocational rehabilitation set forth a priority schedule for cases to be served in the event that all cases needing rehabilitation could not be served immediately. This provision could work a hardship on any category of disabled which might not receive a high priority in the plan.

There will be other bills on rehabilitation discussed during the hearings, including:

S. 2750—Senator Murray and others. This bill is a measure to create an Agency for the Handicapped to be housed in the Department of Labor. This measure has been in both Houses of Congress for several sessions and is sponsored by the American Federation of Physically Handicapped.

S. 2758—Senator Smith of New Jersey. This bill would amend the Hospital Construction Act to provide funds for the building of rehabilitation facilities. (This has already passed the House as *H.R. 8149*.) The Washington representatives of the American Foundation for the Blind testified on the subject, when hearings were held in the House, advocating that a certain portion of the funds be specifically set aside for rehabilitation facilities for the blind.

S. 3039—Senator Potter. This bill sets

forth a financing formula for rehabilitation proposed by the States' Council of Vocational Rehabilitation Specialists and adopted at a meeting at Miami Beach in October 1953. *H.R. 8295*, by *Mr. Holt of California*, companion bill to *S. 3039*.

Bills Before House Committee on Education and Labor

The Administration proposals for rehabilitation have not yet been introduced in the House, with the exception of the Amendments to the Hospital Construction Act which would provide funds for providing of rehabilitation facilities. This measure has already passed the House in the form of *H.R. 8149*. In the Senate it is *S. 2758*.

There are approximately a dozen bills before the House Committee on Education and Labor which would establish an Agency for the Handicapped to be housed in the Department of Labor. These bills are all identical and companion bills to the aforementioned *S. 2750* on the same subject.

The National Rehabilitation Association has introduced measures into the House which would set forth a financing formula recommended by that Association, as well as make technical amendments to the Vocational Rehabilitation Act. These bills would, in effect, do some of the things set forth in the Administration measure:

H.R. 5562—*Mr. Rhodes*. A bill to amend the Vocational Rehabilitation Act so as to authorize separate state plans for vocational rehabilitation of the blind; and for other purposes.

H.R. 5563—*Mr. Rhodes*. A bill to amend the Vocational Rehabilitation Act providing for federal grants to states for vocational rehabilitation centers and sheltered workshops.

H.R. 5609—*Mr. Williams*. Identical with *H.R. 5563*.

H.R. 5610—*Mr. Williams*. Identical with *H.R. 5562*.

H.R. 8295—*Mr. Holt*. A bill to amend the grant provisions of the Vocational Rehabilitation Act. Companion bill to *S. 3039*—*Senator Potter*.

H.R. 81—*Mr. Keogh*. This measure (originally introduced in the 82nd Congress, and prepared by the American Foundation for the Blind and the American Association of Workers for the Blind) was introduced again in the 83rd Congress by Mr. Keogh. The bill, if enacted, would greatly expand programs for the blind by increasing the number of activities to be matched on a federal-grant-in-aid plan. The measure is now before the House Committee on Education and Labor and no doubt will be mentioned when hearings are held on the subject of rehabilitation.

Vending Stand Legislation

H.R. 6657—*Mr. Wainright*. A bill to amend the Vocational Rehabilitation Act to enlarge the economic opportunities of blind persons by establishing them in remunerative self-employment and for other purposes.

This bill is sponsored by the National Federation of the Blind. This measure would repeal the Randolph-Sheppard Act (Public Law 732, 74th Congress) and re-enact a vending stand measure as a separate Title of the Vocational Rehabilitation Act. The bill would permit a blind person, as an individual, to purchase from the licensing agency, the equipment and stock of the stand which he operates. It would further permit groups of blind individuals to form co-operatives to operate vending stand programs within the states. It would prevent any portion of fees or charges made against the operator from being used to pay salaries or expenses of supervisors or managers of programs.

H.R. 8459—Mr. Carl Elliot. H.R. 9530—Mrs. Marguerite Stitt Church. A bill to amend the Act entitled "An Act to authorize the operation of stands in federal buildings by blind persons, to enlarge the economic opportunities and for other purposes."

These two bills are identical. They were drafted by the American Association of Workers for the Blind and the American Foundation for the Blind and introduced into the House as an attempt to bring *Public Law 732, 74th Congress (Randolph-Sheppard Act)* up to date.

1. This bill would amend the original Act to change "Buildings" to "Properties," thereby increasing the number of opportunities of federal locations for concessions for the blind.

2. It would give the blind priority in the operation of concessions, either vending stands or vending machines, until and unless the licensing authority in the state temporarily relinquishes a location to some other group or individual.

3. Vending machines would come under the same classification as vending stands when operated by or for the blind.

4. The determination as to the feasibility of establishing a concession would be transferred from the custodial authority to the Secretary of Health, Education and Welfare. This would centralize the policy-making authority on the subject of concessions for the blind in one administrative head, rather than as at present in several governmental agencies.

5. It includes the generally used definition of blindness.

6. The original age of twenty-one is lowered to eighteen.

Those interested in the passage of this amendment write to: Representative Marguerite Stitt Church, New House Office Building, Washington 25, D.C.; Representative Carl Elliot, Old House Office Building, Washington 25, D.C. and Representative Samuel K. McConnell, Chairman, House Committee on Education and Labor, New House Office Building, Washington 25, D.C.

The vending stand program for the blind is, in the opinion of many, one of the best single employment possibilities for the blind in the country today. It is also the opinion of many workers for the blind that the program is today in greater jeopardy than at any time since its inception eighteen years ago. If this program is to be protected our representatives in Congress must know our thoughts on the subject at once.

Other Legislation

Temporary Advisory Committee

H.R. 257—Mr. Elliot. A bill for the establishment of a temporary National Advisory Committee for the Blind.

H.R. 2135—Mr. Priest. H.R. 2872—Mr. Warburton. These bills are identical with *H.R. 257*. (All of them referred to the House Committee on Education and Labor) and are companion bills to the Senate Bill *S. 1249* mentioned below.

S. 1249—Senator Lehman and others. This bill provides for the establishment of a committee to make a study of work for the blind in the United States on all levels and to make a report to the President of the United States or Congress with recommendations for improving programs for the blind. This bill is held by the Committee on Labor and Public Welfare of the Senate with no hearings scheduled.

Control of Fireworks

S. 2245—Senator Bridges. This bill would, if enacted, control the shipment of fireworks into states having laws controlling the sale and use of same within state boundaries. This measure passed the House during the first session of the 83rd Congress as *H.R. 116* and is now scheduled to be reported by the Judiciary Committee in the very near future.

The Role of Houseparents

First Regional Houseparents Conference Held at the Tennessee School for the Blind

THE TENNESSEE SCHOOL FOR the Blind through the leadership of Superintendent E. J. Wood conducted a conference in March for houseparents in the southeastern part of the United States. This conference was planned and developed in cooperation with the American Foundation for the Blind.

The conference dates were March 2nd through 4th. Invitations were issued to the ten states located nearest the Tennessee School. The lecturers were invited either because of their experience in working with houseparents in residential schools for the blind, or because they were authorities in the area of services to children. Two consultants were made available from the staff of the American Foundation for the Blind, and the fees and cost of transportation for the other lecturers were provided through the Foundation.

Mr. Wood issued the invitations and prepared the mimeographed programs and announcements.

There was a group of 28 people representing the participants and the staff in attendance throughout the conference, and there were additional guests invited to attend certain open meetings. The group was made up of 16 houseparents; two home economics teachers who also act as part-time houseparents, two school nurses, one school psychologist, one high school principal, two school superintendents, one preschool worker, one social worker, two consultants in education, and three parents of blind children. During

various sessions, the teachers of the Tennessee School were in attendance, and other parents of blind children in the city of Nashville sat in on various meetings.

Diversified Program

One of the topics considered was the needs of children and their parents. These were explored from the standpoint of an authority in child development, by Dr. James L. Hymes; and the specific additional considerations were discussed by Miss Pauline M. Moor of the Foundation staff. Another topic was the health and welfare of blind children in a residential school, discussed by Miss Frankie M. Coleman, school nurse, Iowa Braille and Sight Saving School.

The importance of grooming in a total program for blind children was discussed by Miss Eula Shultz, home economics instructor of the Arkansas School for the Blind.

The discussion of the role of the houseparent was conducted by Miss Georgie Lee Abel of the Foundation staff. Dr. G. Allen Lawrence, ophthalmologist, discussed the diseases of blindness found most frequently in our schools and gave constructive suggestions to houseparents in their relations to those children with eye problems.

Finally, Miss Jane Ann Epperson, social worker from the University of Tennessee School for Social Work, discussed counseling and guidance of these children, giving examples from her work

with the children enrolled at the Tennessee School as well as discussion based upon her rich previous experience with children in other types of institutions.

The administrative responsibility to the total program as it affects the houseparents was considered in the two discussions given by a school principal and a school superintendent. Mr. Everett Wilcox, principal of the Oregon School for the Blind, discussed ways in achieving better home and school relations which will give us more constructive joint planning between the parents and school authorities in the interest of the blind child.

Teacher-Houseparent Relationship

Mr. J. M. Woolly, superintendent of the Arkansas School for the Blind, discussed the very important relationship between the teachers and the houseparents. His discussion of the teamwork approach which is essential on the campus of the school with the help and guidance from the superintendent was very clear and constructive.

The participants enjoyed periods in which they were permitted to browse in the professional library which was available to them through the American Foundation, and also to have relaxing periods in which they could examine various toys which were on exhibit. Bibliographies and toy lists were provided them for their use in preparing lists of publications and equipment which might be helpful in their program in the various schools.

Agreement on Needed Qualifications

Agreement on the part of various speakers was outstanding in the realization of the essential qualities of a houseparent, such as love for children, provision of security in an environment which reflects good mental hygiene, and a fundamental respect for blind children who are on loan from their parents in a residential school. The importance of having places set aside in the school plant for free play with suitable equipment, and opportunities for independence, exploration and freedom for the children was brought out frequently. The realization of the importance of the houseparent as a key person on the staff and particularly in the life of each blind child was paramount throughout the exploration of each topic.

The Tennessee School's home economics department was excellent in its manner of entertaining the participants. The craft department was thoughtful in presenting souvenirs to the guests. The music teachers and their students added to the pleasure of the houseparents. Mr. Wood deserves congratulations for his efforts in this very important area of service to blind children who attend residential schools. It is hoped that the mimeographed reports which the school is issuing will be helpful in sharing the enthusiasm of the group which attended this meeting with those who have not enjoyed such a stimulating experience.

Two National Associations Meet

The American Association of Workers for the Blind is scheduled to meet for its twenty-eighth convention at the Rice Hotel in Houston, Texas July 11 to 16.

Registration will begin at 2 o'clock Sunday afternoon, July 11.

The program committee is composed of Joseph F. Clunk of Philadelphia, Lon Alsup, Texas, Kathern F. Gruber, New York, Robert H. Thompson, St. Louis, and Peter J. Salmon, Brooklyn. This committee has prepared a program which in general subjects will cover philosophies in work for the blind, the status of prevention of blindness and current research, a survey of future needs in eye research, co-ordination of education of blind youth and blind adults, psychiatric implications of blindness, and the development of public understanding about the blind.

In addition, there will be numerous discussions on subjects of narrower compass to be dealt with in the various Group meetings according to specializations, into which the membership of the Association is divided. These cover rehabilitation and placement records, library and publishing work, agency activities, business enterprise programs, music specialists, home teaching and social work, and educators.

Reports will be presented to the membership by the respective heads of the American Foundation for the Blind and the World Council for the Welfare of the Blind.

An outstanding event at each of the annual conventions of this Association is the presentation of the Shotwell Memorial Award to one selected for outstanding service to the blind. On that

occasion this year Stetson K. Ryan, Executive Secretary, Board of Education for the Blind in Connecticut, will be honored. The annual banquet will mark the ceremony, and will be held on Thursday, July 15.

Among the events of entertainment will be a Texas roundup and barbecue on a dude ranch, and various sight-seeing tours.

Captain M. C. Robinson, M.B.E. of Vancouver, B. C. is president during the 1953-55 biennium. Joseph F. Clunk, Philadelphia, is first vice-president; Hulén C. Walker, Washington, D. C., second vice-president; Alfred Allen, New York, secretary-general; and Miss Julia Lawson, Austin, Texas, treasurer.

The forty-second biennial convention of the American Association of Instructors of the Blind will be held at the New York School for the Blind, Batavia, N. Y. Sunday June 27th to Thursday, July 1st, 1954.

This year's conference will follow the pattern set at the Kentucky School for the Blind in 1952 when workshops took up a major amount of time.

At least 14 such workshops will function during the Batavia convention. Officers of the various workshops are already at work gathering pre-convention ideas.

There will be six workshops sessions in all; two on Monday, two on Tuesday, and the final two on Wednesday.

Registration will be Sunday afternoon, June 27th. At eight o'clock that evening a session will be held at which time Dr. Neal F. Quimby, Superintendent of the New Mexico School for

the Blind will deliver the president's address.

An average of two general sessions will be conducted each day. On Monday evening the entire time will be devoted to a business meeting, as well as the closing session on Thursday forenoon, July 1st.

Convention entertainment will begin with an informal reception after the opening session on Sunday evening. Tuesday afternoon will be open for a possible trip to Niagara Falls. On Wednesday, June 30th, special entertainment is being planned.

In addition to workshop sessions there will be reports of standing committees, reports from national organizations, and addresses by outstanding men in the field of the blind.

Officers of the conference are: President, Neal F. Quimby, Ph.D., Alamo-

gordo, N.M.; First Vice-President, John C. Lysen, Faribault, Minn.; Second Vice-President, Robert H. Thompson, St. Louis, Mo.; Secretary-Treasurer, Egbert N. Peeler, Raleigh, N. C.; and Board Members; Joseph J. Kerr, Philadelphia, Pa.; William T. Heisler, Staunton, Va.; Mrs. Blanche Dougherty, Muskogee, Okla.; Donald W. Overbeay, Vinton, Iowa; and Miss Lillian Ricks, Talladega, Ala.

Members of the Program Committee are: Mrs. Arlene Huckins, Salem, Ore.; Miss Josephine Taylor, Newark, N.J.; Mr. Harry Ditzler, Alamogordo, N.M.; Miss Betty Carpenter, St. Louis, Mo.; and Mr. Carl Monroe, Talladega, Ala.

The workshop type of conference brought convention attendance at Louisville to an all-time high. Attendance figures in 1954 promise to exceed those of two years ago.

Pan-American Conference Scheduled

THE TWENTY-ONE COUNTRIES who are members of the Pan-American Union have been invited to participate in a conference to discuss problems of blindness and the prevention of blindness in Sao Paulo, Brazil, from June 11 to 17, 1954. This conference is sponsored by the Fundacao Para o Livro Do Cego No Brazil, the Committee of Welfare of the Blind of the Pan-American Association of Ophthalmology and the American Foundation for Overseas Blind, Inc. At the same time, the Pan-American Association of Ophthalmology is also meeting in Sao Paulo and joint meetings are planned for both conferences relating to the prevention of blindness.

The agenda for those meetings of the conference relating to the welfare of the blind will consist of papers and discussions of a definition of blindness, the education and rehabilitation of the

blind, financial assistance to the blind, such subjects of international interest as the development and use of technical appliances and the unification of Spanish and Portuguese braille. It is the hope of the sponsors that this conference will lay the foundation for the growth and development of modern, practical programs to serve the people of Latin American countries.

Official delegates from the participating countries have been assigned, according to the size of the general population, with no country having more than six official delegates. Most of the delegates represent both public and private agencies whose services are national in scope. Official observers are also invited from such international organizations as the United Nations, UNESCO, UNICEF, ILO, Pan-American Union and CARE.

Delegates and others from the United States will participate actively in the program of the conference and on various committees.

This is a year of celebration in São Paulo since it is the 400th anniversary of its founding. This conference will be one of many being held there in honor of the occasion.

Agency Acts to Assert Its Integrity

THE GUILD FOR THE JEWISH BLIND in New York made formal announcement in the public press in March that the longstanding custom of mailing unsolicited pencils to the public of the community for financial contributions has been voluntarily discontinued by that agency.

Friends of the Guild, and people in service to the handicapped, and those concerned with other charities and philanthropies, as well as others among the general public who have been alerted at various times and places throughout the country and particularly recently in New York state concerning charity rackets, all commend the action. Various agencies of the most reputable type, as in the case of the Guild for the Jewish Blind, have found it necessary to reassert their integrity in the face of the exposure of a few unscrupulous organizations.

The New York Guild for the Jewish Blind, serving blind people on a non-sectarian basis, has had a long history of thorough and enlightened service. Racketeering groups and others of doubtful reputation have appropriated the pencil-mailing method of soliciting funds, and this is given by the Guild as one reason for abandoning the practice; that agency was in fact probably the first to adopt the practice, some 40 years ago.

A further reason given for the Guild's decision is that, with the quality of counseling and training provided, the Guild endeavors to remove the causes for begging, the traditional symbol of which is a tin cup filled with pencils.

James A. Goldsmith, Jr., president of the Guild, said that less than 20 per cent of the organization's budget of \$600,000 last year was brought in by the pencil mailing method. To replace the loss in income from this source, he said, a year-round fund raising campaign will be carried through.

Work for the Blind at NCSW

WORK FOR THE BLIND ASSUMES a conspicuous place this year at the annual meeting of the National Conference of Social Work to be held in Atlantic City, May 9th-14th, 1954.

An American Foundation for the Blind program representative participated in the planning of two Combined Associate Group Meetings, along with several other organizations interested in or working directly with handicapped persons.

The topic of one meeting is "Community Services for the Handicapped." Mr. Leonard Mayo, Executive Director of the Association for the Aid of Crippled Children, will be the main speaker, and has chosen for his specific title "Development and Mobilization of Community Services for the Handicapped." Mr. Mayo's approach will bring in generic material which is germane to the whole field of the handicapped. However, the illustrations will be selected from work with the blind, the deaf, and the orthopedically handicapped.

The other combined meeting the American Foundation for the Blind helped to plan, "Public Interpretation of Social Work," has been divided into

four separate sessions. The first two are "New Knowledge to Help Change Old Attitudes" and "Dramatic Devices for Interpretation." The second two "The New Public Relations Frontier," and "Public Relations—Appraisal Today for Action Tomorrow." The speakers at these meetings have not been specified at the time of this announcement.

The Foundation will have an exhibit booth located on *Aisle C* very near the Conference registration desk. Foundation literature will be on display and professional consultant services will be available at all times.

"When You Meet a Blind Man," one of the "Men Toward the Light" film series produced jointly by the Foundation and the Industrial Home for the Blind of Brooklyn, will be shown at the National Conference meeting.

The trend of the National Conference of Social Work is toward Combined Associate Group Meetings, a plan which provides readily for representation and association of work for the blind in its social work aspects, with other groups dedicated to furthering the interests of the handicapped.

Added Summer Course

In addition to the courses for teachers of the blind mentioned in the April issue of the *New Outlook*, we should like to list the following:

Virginia State School, Hampton, Va., in conjunction with Virginia State College. Summer session—June 14 to July 23. Offerings—the visually handicapped (3); special techniques and appliances used in teaching the blind I (3).

Address correspondence to the Department of Secondary Education, Virginia State College, Petersburg, Va.

IN THIS ISSUE

LEONARD GRAVITZ, whose study of social participation of blind adults is published in this issue is currently an ensign in the U. S. Navy, stationed at Boston, Mass. He received his B.S. in education at Cortland State Teachers College, Cortland, N.Y., in 1952, and his M.A. in Sociology at Washington University, St. Louis, Mo., in 1953.

HELEN KELLER has given her time and energy in recent years for the promotion of better things for blind people in other countries. Her most recent travels have taken her to the Far East, the Near East, South Africa and most recently, to South and Central America in 1953. Wherever she goes, Miss Keller effectively presents the needs of blind and of deaf-blind people. It would be difficult, in fact, impossible, to measure accurately the results of her wisdom and influence in counseling and inspiring others, in terms of schools, training centers and public and private programs developed or instituted. Miss Keller's life and work continues to penetrate deeper and deeper into remote communities throughout the world.

Correction

The following correction is made in the summary of summer courses offered at the University of Cincinnati, in the April *New Outlook*:

Two of the summer school courses to be offered at the University of Cincinnati will run for a period of five weeks each, July 26–August 27. These courses are "Diseases of the Eye, Their Educational and Social Implications (739)" and "The Braille System and Related Methods of Instructions (738)". The course "Workshop in the Education of the Blind (539)" will run for two weeks and students may earn either two or four semester hour credit for the two-week course.

Necrology

Joseph A. Corcoran, honorary president of the Catholic Guild for the Blind, Diocese of Pittsburgh, died on Thursday, February 18, 1954, at the age of 52. Mr. Corcoran was one of the founders of the Catholic Guild in 1947, and was active in promoting the spiritual and temporal welfare of the blind in the Pittsburgh area until his health failed early in 1952. He resigned as president of the executive board at that time, but his interest in the work continued until his death. He was buried on Monday, February 22, following a solemn high requiem mass.

* * *

Miss Lillian Latimer, 78, who spent her whole life in work for the blind, died on February 23 in Doctors Hospital, Washington, D. C., after a stroke.

Miss Latimer, whose brother Henry Randolph Latimer was one of the founders of the American Foundation for the Blind, was born with impaired vision and her sight failed completely when she was sixteen. She was educated at the Maryland School for the Blind.

She took charge of her home and nursed her invalid parents for more than 20 years. After their death she became assistant field officer for the Maryland Association of Workers for the Blind. She traveled alone throughout remote parts of the state investigating cases of blindness and teaching the blind in their homes. She was the first home teacher in Maryland.

In 1927 when Miss Latimer's health failed, she entered the Home for the Blind in Washington, D. C., where she continued teaching the residents knitting and other crafts. She visited the sick, reading to them, telling them

news and stories. She also taught Red Cross braille classes at the Library of Congress while living at the Home in Washington.

Services were held at Christ Episcopal Church, Georgetown, with burial in St. John's Cemetery.

AAWB Life Memberships

✿ Life memberships in the American Association of Workers for the Blind now number three. The first to make application for this new type of membership was Mr. Philip N. Harrison of Harrisburg, Pa., as was reported in the February issue of the *New Outlook*.

Since that time Mr. M. I. Tynan Chief, Division of Services for the Blind, OVR, Department of Health, Welfare and Education, Washington, D.C., became the second life member. He was followed closely by Colonel E. A. Baker, M.C. O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Canada.

Applications for life membership can be made to Alfred Allen, Secretary-General, AAWB, at 15 West 16th St., New York City. \$100 must accompany the application for life membership.

AAWB Seal of Good Practice Awards

Since the last announcement, the following agencies have been granted the Seal of Good Practice of the American Association of Workers for the Blind for a one-year period:

Kansas Division of Services for the Blind

Allen County (Indiana) League for the Blind, Inc.

Washington Society for the Blind

Leader Dogs for the Blind

American Foundation for Overseas Blind.

CLASSIFIED CORNER

APPLICATIONS ARE INVITED by an experienced teacher for September 1954 for second grade braille position. Applicant should qualify to hold standard elementary certificate in Iowa or its equivalent. Individual must be sighted. Will pay \$250 to \$300 per month plus full maintenance on 9 month basis depending on training and experience. Apply to Superintendent, Iowa Braille and Sightsaving School, Vinton, Iowa.

THE MONTANA ASSOCIATION for the Blind, 916 S. Third, Bozeman, Montana, is receiving staff applications for the 1954 Summer School for the Adult Blind, June 27-August 1. Salaries \$175 except orientation instructor \$200. Free room and board, no transportation. School located on beautiful campus near Yellowstone Park in heart of vacationland. School makes chartered trip through Park, August 1, with Park Naturalist as guide.

BEACON LODGE, Pennsylvania Camp for the blind, beautifully situated in the hills of central Pennsylvania, will be open June 26, and closed August 28, 1954. Applicants from Pennsylvania will be given first consideration, but blind people from other states will be considered if space permits. Mr. Clyde L. Downs, Camp Director plans a well-rounded recreational program for the guests. Hobby shop will be open during the day when blind guests may participate in various projects. Arrangements will be made to get guests to the church of their choice on Sunday. The camp fee will be \$35.00 per week and guests may stay for one or two weeks. In most cases, blind people come through sponsorships provided by service clubs and individuals. Those wishing to register should contact Carl Shoemaker, Beacon Lodge-Camp, for the Blind, Lewistown, Penna.

POSITION AVAILABLE: An executive director for an expanding program which includes sheltered workshop, industrial training, recreational welfare, also sale of blind made products. We now have a prevention of blindness program with a director. Applicants must have had experience in all phases of branch operation. Details concerning the position may be obtained by writing to the Erie Branch, Penn-

sylvania Association for the Blind, Inc., 1320 G. Daniel Baldwin Bldg., Erie, Pa., attention of Mrs. S. D. Ostrow, President.

COLLEGE TEACHER (BLIND) seeks position as teacher in a blind institution or as an administrator in an agency for the blind. Was founder of an adult blind organization and served as its director for five years. Received masters degree from Teachers College, Columbia University, majoring in the education of the physically handicapped. Has taught courses in blind education on the college level for eight years, has traveled widely among schools and agencies for the blind, and has written extensively on various problems of the blind in many journals and papers. Prepared for immediate engagement. Apply *New Outlook for the Blind*, Box 4-D.

KINDERGARTEN AND PRIMARY Supervisor: Experienced teacher capable of taking charge of these classes in a residential school for the blind is sought. Applicants please give fullest details of experience, particularly any of an administrative nature. Write Box 5-D, *New Outlook for the Blind*.

POSITION DESIRED: Young man (blind) desires a position as rehabilitation or employment counselor, or home teacher with some agency for the blind. Will also consider teaching positions. Experienced high school teacher and worker with the blind. Applicant holds B.A. degree in social sciences and also holds a LL.B. degree. Write Box 6-D *New Outlook for the Blind*.

The Social Service department of the New York Guild for the Jewish Blind, 1880 Broadway, New York City, has an opening for a case worker. Applicant must have a master's degree from a school of social work.

POSITION OPEN for psychiatric social worker to be responsible for intensive case work with parents of children in residential treatment center for emotionally disturbed preschool blind children, as well as with parents of children in non-residential home counseling and day nursery school programs. Opportunity to do play therapy if training is adequate. Worker will have psychiatric supervision and will be part of complete clinical team. Master's degree required as well as outstanding qualities of personality. Apply to Miss Eunice L. Kenyon, Executive Director, Boston Nursery for Blind Babies, 147 South Huntington Avenue, Boston 20, Massachusetts.

Boulter Returns From Far East Trip

Eric T. Boulter, Field Director of the American Foundation for Overseas Blind, returned to his headquarters in late March after a survey of blindness in the Far East.

"In South Korea alone there are more than 70,000 blind persons," he said. "Years of war have brought widespread malnutrition and other blinding diseases to South Korea, and the incidence of blindness at birth is appallingly high. The problem is complicated by traditional Oriental superstitions concerning blindness and resistance to in-

oculation against disease," he declared.

Mr. Boulter said he found the South Korean government, and officials at Hong Kong, Formosa, the Philippines and Japan, and at other stops on his trip, "highly receptive" to problems of blind people, but "battling against the tremendous odds of poverty and ignorance."

He said his trip secured "agreement in principle" for a conference of representatives of 14 Far East countries in Tokyo in May 1955. A full report of the survey will be published later.

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Listening

FOR Learning AND Living

DR. WALTER F. STROMER

MY REMARKS TODAY ARE concerned with the total problem of language and its importance in the total growth and development of the individual, especially the blind individual. I will however give special emphasis to listening as a part of this total communicative process.

It seems to me that anyone who teaches reading, writing, speaking, or listening, in short, any communication skill, should explain to his students something of the nature of the symbolic process on which our language is based.

You might point out first of all that there are at least two different kinds of symbols: language, and non-language. Non-language symbols are such as "cap and gown" which symbolizes academic activity, or brands of cars which have come to symbolize social status to the extent that many people buy cars more for their symbolic value than for their value as a means of transportation. Language symbols are the letters and numbers which we commonly use in

written or spoken communication with one another.

Words are Symbols

The important thing to remember and to stress in teaching is that words are only symbols, that they have no meaning or value in themselves. The degree to which we realize this and act accordingly indicates the degree to which we have moved away from primitive thinking. There are still those people in the world who refuse to speak their name for fear that someone may then acquire power to harm them, simply because he has access to their own private symbol. Of course we don't share this superstition, but we have others. Many people still think as if, talk as if, and act as if the number 13 for example, actually had within it some unfortunate meaning. Here we need to observe that this "unlucky" number may be regarded as lucky by other people at other times in world history.

The second general principle is that

symbols have meaning only through agreement. As already indicated, we consider 13 unlucky because we have agreed on this idea, not because the number is inherently good or bad. We have also agreed on certain sounds to identify specific objects. If we all agreed on the usage of certain sounds, there is no reason why we couldn't say that this speech is being typed on orange peel, instead of paper. Naturally if we disagree on the sounds we use to identify ideas, we run into trouble. For instance, if Teddy Roosevelt had said to one of our teen-agers today, "Dig that crazy canal," they might have done nothing more than looked at it, because to many teen-agers the term "dig" means "see." Our guide to what is the agreed-upon symbol for an object or an idea is the dictionary; and our guide to what is the agreed-upon structure of the language is the grammar book. Unfortunately, most people tend to forget that grammars and dictionaries, like pictures, are always obsolete.

Symbols Subject to Change

Grammars and dictionaries reflect the usage that was current when the material for them was being collected. They do not predict the usage of the future. They do influence it and control it to the extent that teachers insist that "this is correct because the book says so." But usage changes despite grammars and dictionaries, and despite teachers who get the cart before the horse and try to force current usage to follow the book instead of having the book follow current usage. It takes several years to gather information on pronunciation and structure of language so that any book on this subject is several years out of date the minute it comes off the printing presses.

Too long we have encouraged children to believe that if they learn the

rules of grammar and the "correct" pronunciation of a word, they could coast along through the rest of life. We might better emphasize the fact that this is a constantly changing world, that the only certainty is change, and that the only way to keep abreast of what is "correct" and "acceptable" usage is to observe closely and to listen carefully to what is going on in the world around us. If we teach students the method of learning through listening and observing, there is a good chance that their usage of symbols will keep pace with the changing world.

To repeat what we have said earlier, the most significant concept in this whole area is that symbols have no meaning in and of themselves, but have only such meaning as we assign to them; and therefore they are subject to change. Unless we recognize this fact and really integrate it into our nervous system, our own personal lives will be disturbed because we may react to symbols in a manner which is no longer appropriate. Furthermore, it is this failure to accept the changing meaning of symbols which presents us with so many problems in our work for and with the blind. Too many people still feel that the tin cup is symbolic of blindness; or to put it another way, they feel that every blind person, regardless of what he may be doing, is a reminder, or a symbol, of all those whom we know as blind beggars. The white cane and the guide dog are symbols; they indicate that the person needs assistance with foot travel; but unfortunately they have become symbols of complete helplessness and utter dependence on others. Because the dog and the cane are only symbols, we can change their meaning; and we may hope that one day they will be accepted as symbols of "achievement-despite-handicap."

Whenever we listen, whether it be to the sounds that make up our language, or to the thousands of non-language sounds that surround us, we are listening to symbols. The non-language symbols are usually so well agreed upon that there is little question as to their meaning. A whistle of a certain type usually means a policeman; though occasionally the same sound may be made by a child's whistle. However since a car horn usually indicates a car and a dog's barking usually indicates a dog, we can and should spend some time making sure that people, especially blind people, make good use of the hearing ability they have and learn to recognize these sounds quickly and accurately.

Much of this can be done in the classroom through the use of recordings, and through the use of improvised games. You might let each child choose some object to drop and have the others try to identify it by the sound it makes. Here you can bring in some braille writing by having them write down what they think it is. Or you can



Children can find listening interesting and exciting.

have them try to guess which child or instructor has come into the room just by the sound of his footsteps. If you can get the class into the adjoining neighborhood or into a town there are thousands of experiences in sound which you can give them. The most important principle here is to keep this activity from being a dull and boring routine. Listening experience can and should be exciting and meaningful.

When we move into the area of listening to language sounds we get into a much more complex function. This is usually an interpersonal relationship in which we listen to one or more people speaking to us. Before discussing some specific factors involved in such listening, we may suggest a few basic ideas to be kept in mind.

Basis for Good Listening

The basis for good listening, and indeed for all good human behavior, is a sincere respect for other people. This means all people, and not just those with whom you happen to agree. You are not expected to like all people. But unless you respect every man as an individual who has some intelligence, some reason for thinking and acting as he does, and basically the same feelings and emotions that you yourself have, you are not apt to pay much attention to what some people have to say to you. How can you possibly listen to a person if the minute you meet him you decide that he doesn't know anything worth your knowing? But if you feel that every person you meet, whether he be a janitor, bus driver, salesman, or president of a company, may have some ideas which might be of interest or of value to you, you will not find it difficult to lend an ear to almost everyone you meet.

The problem is how to acquire such respect for people if you don't have it,

or how to teach it to students. For the adult, perhaps the best suggestion is to make a definite effort to get better acquainted with more people. Almost inevitably you can find something admirable about any person if you just get to know him well enough.

If you want to teach respect for others to your students, a partial answer is that you don't do it in one lecture or one class period of discussion. Most of it you will teach indirectly. If you show by what you do, not just by what you say, that you sincerely respect each child in your room, most of the children will follow your example. If in talking about people outside the classroom, you show your students that you respect people even though you may disagree with some of their ideas, your students will gain respect for others merely by your example. Of course you can strengthen the teaching by example if you will motivate children in learning to know more about their fellowman, whether he live next door, in the next state, or half a world away.

One aspect of good listening which may be pointed out very directly to children is that the good listener, the one who respects others, actually listens. This means he can't be talking all the time. This seems perfectly obvious, and yet many grownups never seem to have learned to keep quiet when somebody else is talking. And good listening means more than just keeping quiet. It means that you give your attention to what is being said, trying hard to understand it correctly, instead of planning your own next speech.

The good listener also makes it a point to listen to those with whom he knows he will differ. If you're a Democrat and you want to know what the Republicans are like, listen to them. Don't always rely on people of your

own creed or conviction to tell you what people on the other side of the fence are thinking and saying.

And finally, the good listener respects the rights of others to confide in him, but to solve many of their own problems. Too often we are suckers for the bait which sounds like this: "What do you think I should do?" or "What's your opinion?" This sounds to most of us like an open invitation to give forth with all the wisdom and advice at our command; and we do it. Quite often all the person really wanted was for us to keep quiet while he talked out his problem and the solutions he had in mind for it. If we had simply acted interested and had refrained from serious praise or blame of his action, he would probably have gone away feeling that he had gotten some wonderful advice. What most of us want, and need, when we have personal problems, is somebody to be a good listener. This doesn't mean that there is no need for counselors and psychologists; but many minor problems would be easily solved if more of us were good listeners.

Special Listening Skill Substitutes for Sight

Along with the concept of respect for those to whom we listen, we may also teach some special skills. Most children should be given some notion of phonics, that is, the sounds which make up words. It may be advisable in some cases to teach them some form of phonetics so that they can write down the specific sounds they hear. They can be taught to listen for the number of syllables in a word and to discover on which syllable the accent falls. They may be given a chance to listen to conversation in a foreign language to see how much of the meaning they can get from the pattern of voice inflection. It may even be worthwhile to discuss with

them the types of personality which we usually associate with particular voice qualities. While this can't be taught scientifically, children can be made aware that the way we talk does to some extent reflect our total personality. Certainly listening is important; but if we emphasize the fact that it is interesting and exciting the students may catch on to its importance without being told directly.

It seems to me that one of the easiest ways to present listening experiences which are both meaningful and exciting is through the use of tape recordings of radio programs. In this way it is possible to use material or programs in which students are already interested, and by having such a program on tape it can be brought into the classroom for discussion and comment. It may not seem to require much intelligence to appreciate most of the comedy shows on radio, but even in such shows as the Jack Benny show, or Charlie McCarthy's program many references and allusions are made which require the listener to have some outside information if he is to appreciate them fully. For instance, take this line from a Charlie McCarthy show of two seasons ago: "I had the diamond made into a ring and hid it on the little toe of my left foot; whenever I took off my shoe, people would whisper, 'he's lovely, he's glamorous, he's engaged.'"

To most of us this is obviously a take-off on a well-known full page ad appearing in many magazines. But to the person who never reads the ads, this won't be especially funny, though he may laugh along with the rest of the audience. Well, what about the blind child who never sees this ad? Isn't this a wonderful opportunity for the teacher to explain why this line is funny? Such information may not seem to be as important as teaching the rules of gram-



On the telephone. Here the blind person and the seeing person are on an equal footing.

mar or the multiplication table; but in some ways it may be even more important than these are. If a person is going to adjust to living in a sighted world, if he is going to laugh at the same things sighted people laugh at, and if he is going to engage in the small talk that all people engage in, then he's going to have to be taught the meaning of jokes like the one quoted above. Of course there will always be things a blind person will miss, because I doubt if we can ever teach a person through sound all the things which people usually learn by sight. But if we are sincerely interested in helping the blind make the best adjustment possible, then I think we need to give special

emphasis to learning by listening what most people learn by seeing.

I'd like to give just two more examples in this area because I think it is so important. On a Jack Benny show which I tape-recorded for use with my sighted college students, the cast did a dramatization of "Mississippi Gambler" in which Jack played the part of Tyrone Benny. Even if you didn't see the movie, or if you didn't even see the billboards and neon signs advertising it, you have probably guessed that the male lead in the movie was actually played by Tyrone Power. But this is another example of what the blind child has to learn through listening that the seeing child will learn through sight. And from the same skit on the same show came this line, "Our boat went down the Mississippi past Iowa, Missouri, Albuquerque . . ." If your students don't see the humor of this immediately you have a good chance to bring in some geography work. I think if we use our ingenuity, and use the equipment which is now available at reasonable prices, we can convince our students that listening can be more than just a pastime; it can be the royal road to continuing learning.

I should perhaps say a few words with regard to the speeded-up listening which so many of you have asked about. In my own experience, I have found that I prefer to speed up most Talking Book records when I listen to them. On easy narrative-type material such as is contained in the Readers Digest, I usually listen at approximately 45 rpm, instead of 33, which is roughly 250 words per minute instead of 150 to 180 words per minute at which it was originally recorded. I do this by using a special playback machine which I had built, using the old variable-speed motor which is completely variable from 0 to 90 rpm. Some new radio-

phonographs are infinitely variable and might be used to play Talking Book records, remembering to use the regular 78 rpm needle, if the pickup has a switch-over head. While there is some distortion with increased speed, I do think many of you and your students will find it worth your while to experiment with this to find the reading speed that is most satisfying for you for the particular material you happen to be reading.

Listening with Discernment

Listening to radio programs, or tape recordings of them, can do more than broaden the information background of a student. It can also teach him to become conscious of some concepts or ideas which I feel are of special importance to every good citizen in a democracy, and especially to every handicapped citizen. I am referring to what we may call straight and crooked thinking, or logic, or general semantics, or whatever you like. But if we don't do something about teaching students to think clearly and correctly they will not only needlessly complicate their own personal lives, but they will also contribute to the general state of confusion in the world; and there's enough confusion already.

Specifically, here's what I mean. Let your students listen to a radio commentator, for instance. When he says, "Communists are so and so," or "The American people are such and such," point out that the implication here is that *all* communists, or *all* Americans are described. And if this doesn't make the fallacy of such sweeping generalizations apparent, ask each student to write a definition of communist or American, and then compare several of these. It simply is not accurate to make such sweeping statements about such large groups, any more than it is accu-

rate to say, "all blind people are thus and so" or "sighted people react in this way to the blind."

Point out to students the danger of what we may call "allness" statements, and show them that it is usually much safer to include the term "some" when we are inclined to speak in general terms. "Allness" statements or reactions can affect personal adjustment in this way: A blind person may say, "I can't get a job in this line of work because people just won't hire blind workers." How does he know that *no* jobs are open in this line, or that *all* jobs are closed, or that *no* person will hire *any* blind worker, until he has tried every job opportunity in this line, of which there may be thousands. Job hunting may be very discouraging for the handicapped person; but it will be unnecessarily discouraging if he generalizes too quickly and from too few examples.

Another concept which is vitally important to international relations or to personal adjustment, is the idea that the world is divided neatly into two opposing camps, one all black, and the other all white. Either I succeed, or I fail, there is no middle ground. Either I am well adjusted socially, or I am not. Either I am good at foot travel, or I am not. This kind of dichotomized thinking is grossly inaccurate because it fails to recognize that about 70 per cent of us fall into that vast middle ground known as "average." We are not as successful as some men; we are not as much failures as some others. Some people are better adjusted than others socially, but there is no such thing as a sharp line dividing the well adjusted from the maladjusted. If we can get into our thinking and acting, and into the thinking and acting of our students this idea that nearly all of the aspects of life are on a continuum, a shading from white through gray to

black—instead of an all black or white world, we will have done much to bring thinking and acting into line with reality. Again, a good way to start is to listen for the either-or dichotomy in the ideas of others, and then to look for it in our own thinking and acting.

"Loaded" Words as Symbols

There are many other aspects of this problem of clear thinking which need to be taught, but I would like to discuss briefly just one more specific division, and that is the use of loaded or emotional words. When we use words like "nigger," or "kyke" or "wop" we are using words that have come to have strong emotional meanings attached to them. To go back to what we said earlier about symbols, the words are not inherently bad, but we have come to associate them with unpleasant or unfavorable attitudes. They do not describe facts accurately; but they do often cause us to react emotionally without bothering to think through the facts on the situation.

The word "blind" is such a loaded or emotional word. For most people it is a symbol of something unspeakably awful. Those of us who are blind, and those who work with the blind know that such a reaction is not appropriate to the facts; but I have the feeling that sometimes we have let some of this emotional content rub off on us to the point where even we are hesitant about using the word "blind." Now it's true that if we banned the use of the word "blind" and started using "sightless," people generally might react a little less emotionally, for a while. But unless we did something about changing their basic attitude toward and their understanding of the whole problem, eventually all the emotion once attached to the word "blind" would transfer to any new word we chose.

It seems to me that the first and biggest problem is for those who are blind, and those who work with them and are interested in them, to learn to accept unemotionally the fact of blindness and the symbols of it, including the word "blind." If we who work with it and live with it can't talk about it without feeling a little tight inside, without having our blood pressure rise, without having our heart beat a little faster, without breathing a little harder, how can we possibly expect other people, who know very little about it, to react to us, calmly and appropriately? This means I think, that we've got to get blind people to accept their blindness realistically and to talk about it in accurate descriptive terms. If for example we who are blind are going to kid ourselves into thinking that we can do things we really can't, or that we are more independent than we really are, or that we are more helpless than our condition warrants, then obviously other people are going to misunderstand us because we misunderstand ourselves.

In this tremendous problem of learning to understand ourselves as we really are (and we should expect to spend a life-time getting to know ourselves better) the use of accurate language as we have discussed it will help.

Language for Emotional Release

But in addition to intellectual understanding and accurate verbal description of our problem, I feel there is one thing more that is vitally important to self-understanding and self-improvement, and that is a need for emotional release.

Life is full of frustrations for everybody; but it is full, and then some, for the person who is blind, deaf, crippled, or handicapped in any such way. For

most any blind person, there are the thousand and one little frustrating things that happen every day. He drops something that he can't find. A sighted person, without malicious intent, puts in his path an obstacle that wasn't there yesterday. Things happen without sound that he isn't aware of and can't understand. It isn't usually the big things that break our nerves, it's the piling up of all the little things that finally gets us down.

That's why all of us, especially the blind, need some way to get rid of the tension that builds up in us. Most of the time all we need is somebody to listen to our troubles as we talk them out of our systems. Often a husband, a wife, a member of the family, or a friend can serve as a listener to reduce our tension, provided we don't become chronic complainers. I think there ought to be some way for blind people, both children and adults, to get together now and then to discuss their mutual problems and gripes. But the important thing is that we accept our feelings of frustration and annoyance as normal reactions, and then proceed to reduce the tension they create through some socially acceptable means, whether it be through a gripe session, through some form of physical exertion or exercise, or through a visit to a professional counselor.

You will agree that by now we have strayed some distance from a strict discussion of listening, but I hope you will appreciate now that listening is not an isolated skill, but is an integral part of the whole process of learning, of thinking, of acting, of growth and development. And I hope that whatever you may do with listening as a teaching medium, you will keep in mind always that your goal is the total growth and development of the individual.

A Veteran Agency

in a

Unique Service

DOROTHEA SIMPSON

THE CONNECTICUT STATE BOARD OF EDUCATION of the Blind, which is the oldest state agency for the blind in the country, has for many years offered service to students with severe visual handicaps attending public schools or private schools other than the Connecticut School for the Blind. The Board was instrumental in organizing sight-saving classes which are located in three cities in the state: Hartford, New Haven and Bridgeport. These classes are supervised by the State Department of Education, although some pupils attending them may be followed by the Board. It is to the children and young people with 20/200 vision or less who are not attending special classes that the Board renders educational service. However, 20/200 does not constitute a strict dividing line, and service is available also to those who have slightly better vision.

Before 1948 the service was limited, varying from the lending of clear type books to pupils in elementary schools to fairly intensive counseling with blind students in college. Not organized then as a separate entity, the educational services were performed by workers for the Board whose chief function lay in other areas and who could not, therefore, work intensively in an educational situation. When it became evident that the work required specialized effort, the

position of educational supervisor for the blind was established. The present writer assumed the position in June 1951. Since that date considerable time and thought have been given to the needs of visually handicapped students, the ways in which these can be met, and to the formulation of a philosophy of the educational work. Although the work is still in the shaping process, enough time has passed to be able to describe services that have been rendered to students and to look ahead to possible future developments.

Aim and Scope

The purpose of the educational service is to facilitate the adjustment of young people with visual handicaps to the learning situation in order that they may benefit from the instruction offered. Although rendered in an educational setting, it is primarily a social service. Certain concrete materials, such as clear type books and recorded texts, offer immediate, practical assistance to the student. Although of obvious importance, the providing of books and records constitutes only a small part of the program.

Services vary greatly, depending on the needs of the students and of those directly concerned with his situation, such as parents and teachers. Related work done with the student and his

family may sometimes seem rather far removed from the area of education, yet is done because a situation exists which requires the services of a worker with the blind. The mother of a college freshman who is losing her sight from retinitis pigmentosa confides to her daughter's college counselor her fears about the girl's future if she should marry and pass the defect on to her children and the college refers this problem back to the Board. A high school lad who has had limited vision since birth because of retinal scarring worries because "maybe it's something my father or mother did" and it is necessary to discuss his misconceptions with him. The mother of a kindergarten child who is in the process of being treated at a child guidance clinic for an emotional disturbance wants to talk over her own interviews with the case worker there; and so on.

The scope of service extends from kindergarten through college. At the present writing, four kindergarten children, six first graders, seventy pupils in grades two through eight, twelve high school students and nine college students are receiving service. Intensive service cannot be given to all, and all do not require it. The majority of young people served have some vision. However, there are students attending public high schools who are no longer able to read large print, and college students completely without sight. One totally blind child is attending public kindergarten and another totally blind child is enrolled in a sighted nursery. It is expected that both these children will attend the Connecticut School for the Blind when they are ready for the first grade. A seventh grade boy who lost his sight at the age of nine through retinal detachment is a pupil in a private day school. This lad uses braille, which was taught him by one of the

Board's home teachers, and a typewriter in the classroom, with marked success. If, after having been given a trial in the regular classroom, the partially sighted child of average intelligence proves unable to benefit from the instruction because of visual difficulties, recommendation is made for his admission to the Connecticut School for the Blind. It is to be hoped that closer follow-up than in the past of children admitted to the school will result in the proper educational placement of all the children known to the Board, including those whose sight may be improved as they grow older.

Provision for Fundamental Needs

While, as indicated above, there is wide variation in the student's requirements, in almost all the educational situations a definite basic pattern of services emerges. These include, in addition to providing materials, interpretation of the ophthalmological report; evaluation of the school situation; evaluation of the home situation; and interpretation of the services of the Board available to the child as he grows older.

Working with Teachers

An understanding approach to the teacher is of the utmost value in working toward the child's adjustment in school. Some teachers are hostile at the outset, demanding to know what they are expected to teach and exactly how to teach it. One may express the opinion that even if she spent hours and hours working with the child he still would not be able to see well. Another will say that there is no use trying to teach the child because he "can't see a thing." These evidences of resistance usually disappear when the teacher realizes that her worth is recognized, that she knows the learning capacity of the child better

than anyone else, and that she is free to work out a plan of instruction best suited to his needs. The gifted teacher usually brings the same attitude to the visually handicapped child as to the slow child or the upset child or any other child requiring some individual attention. One first grade teacher who was faced with the task of teaching a German-speaking child with 20/200 vision in his one eye did so with very good results. It is from such teachers that devices and techniques are passed on as suggestions to other teachers.

It is not unheard of for teachers to foster the idea that because a child does not see well he will soon be totally blind; or that if a child uses his eyes in the classroom at all disaster will immediately ensue. Discussion of the ophthalmologist's diagnosis and prognosis can dispel these subjective ideas with the result that the teacher loses some of her anxiety and can begin to use her initiative in working out a suitable program for the child. No matter what the teacher's attitude, she needs to know as much as possible about the eye condition. Parents, too, sometimes have unrealistic ideas about visual defects, and a surprising number do not know exactly what the visual measurements mean. Teachers as well as parents seem to find considerable relief in learning of the services that will be available to the child as the years go by, and no longer waste energy worrying about what will happen to him when he is ready for high school or college or employment.

The education supervisor acts as coordinator between the home, the school, and any other agency that may be involved. Those factors in the home situation having particular bearing on the child's approach to learning are discussed with the school, and the school situation is discussed with the

parents. Sometimes it is necessary to distinguish carefully between obstacles to learning which arise from a child's eye condition and those which would exist even if he were not handicapped. If the teacher comes to understand that a child may have other problems than his poor vision, and that it is not up to her to solve them or make the child over, she usually becomes less discouraged and takes a stride forward in her efforts to help the child to learn. One teacher finally came to the realization that a little girl who talks too loudly in school does so because she is constantly frustrated at home and has to scream in order to get attention. Her attitude changed so much that the child reported to her mother that something very pleasant must have happened to the teacher at Christmas time because she was so much nicer than she had been before the holidays. This little girl, who has retrolental fibroplasia, makes good use of the vision she has and between them she and the teacher are now making progress.

Some children with limited vision do amazingly well in school. A fifth grade boy with considerably less than 20/200 vision as the result of retrolental fibroplasia is able to read the ordinary classroom text by holding the book at a certain angle. He hits home runs on the playground and makes bull's eyes with his bow and arrow. A significant factor in his adjustment may be that his mother has about the same amount of vision as he, though the loss is from a different cause. And who can estimate the value to him of an athletic nineteen-year-old uncle who is a member of the household?

Needs in Upper Age Levels

Services to high school and college students vary also, though perhaps not so much as those to elementary school

children. The core of the service to older students is the recording of text material. The Board maintains a text-recording project as a co-operative enterprise with the Volunteer Bureau of Greater Hartford. Texts are recorded by volunteers on the Soundscriber machine for students throughout the state. When no longer required in Connecticut, the records are sent to the New York Public Library, Library for the Blind, for circulation. Some texts are borrowed through the National Committee for Recording for the Blind, which in turn borrows texts recorded in Connecticut. Since it is not possible to record all texts for all students, the records are used in conjunction with reading service, either paid or volunteer or both.

As the boy or girl enters high school, the relationship with the worker bulks larger because of the student's greater ability to profit from the relationship. Less work is done with parents and teachers than is the case with elementary school children. Contacts with high school teachers tend to be rather brief and formal. At this point, the student's success in school depends largely on his own efforts, and although the Board can help to smooth the way for him, it cannot guarantee that he is going to do well. Parents sometimes need to be helped to see that the student is now able to be more self-directing, and instead of spending a good deal of time discussing the child with the parents, efforts are made not to do this unless some very definite benefits will result.

Knowing what not to do is often as necessary as knowing what to do. There are some instances in which remaining away from the student for fairly long periods brings better results than would rather aimless calls to see "how he is getting along."

A second year student in a large

regional high school whose sight is limited to object perception and who walks with the aid of two canes, never attended school at all until the eighth grade. From early years she received instruction in braille, typing and the use of the arithmetic slate from the Board's home teacher and studied her academic subjects with the local instructor of the home bound. This girl is well endowed intellectually and puts a great deal of effort into her work, stating that she does not intend to let her "little tiny handicaps" stand in her way. In her efforts to be independent she is already leaning over backwards to such an extent that she has created some problems in the school. These have been discussed with the guidance department without her knowledge. She is confident at this point that she is making her own way without the aid of a state agency. Calls on her are limited to rather widely spaced "social visits" in the home, and these maintain the necessary link with her which will be continued until she finds her vocational niche.

Sometimes in high school situations it is necessary to be very realistic and not expect that it is possible to do the impossible. A boy with considerably less than 20/200 vision in both eyes as the result of hereditary macular degeneration who is not referred until he is ready to enter the tenth grade is not going to be able to benefit very much from the services available to him. School has always been a struggle because of the handicap which no one recognized, and it cannot be expected that this lad, with a poor foundation in reading and writing and a set of negative attitudes which the struggle has developed in him, is going to turn into a competent student overnight.

In this instance the young man, who was about to leave school, is still hang-

ing on, not doing really well, yet getting along better than before he was referred. He has made good use of the small amount of recording provided for him and his Talking Book machine. Because he has already been seen by the Board's vocational counselor he knows of the rehabilitation services that are available to him when he is ready for work. This is an instance in which the very fact that the student's visual difficulty is known to the school makes a great difference in the way he fares. The letter interpreting the eye condition which is sent to the school for the benefit of all faculty members who will have contact with the student usually proves effective in sparing the student difficulties from the very first day. This is particularly true of those who do not wear glasses and whose visual defect is not apparent to the casual glance.

Supervisor-Teacher Conferences

Group conferences, at which are present all faculty members who will have contact with the student, have been held in high schools with good success. These are usually initiated by the school and are evidence of a desire to co-operate. Great care is used in presenting information in order to avoid discussing matters more suitable for individual conferences. Individual conferences are held as required with teachers—that is, if some problem arises which needs discussion. On the whole, service to high school students is to the student himself, who is already looking toward the future and needs to be helped in making plans for college or special training or work.

Services at College Level

Not all the blind college students in Connecticut are receiving educational service from the Board. Veterans at-

tending college under the G.I. Bill have not requested much, although a considerable amount of recording has been done for one. One student with independent means has made all his own arrangements with the help of his parents. Students who are receiving financial assistance from the Board are all doing well in their college careers. They are all self-directing young people who have been carefully selected and who have a definite vocational objective as their goal. Preliminary arrangements with the college are made in some detail before the student enters. These include acquainting the college with the student's situation, planning for the recording of texts, and arranging reading service or encouraging the student to do so. The student in turn is prepared for his new experience and is usually given help in planning his program for the first year. Fortunately three of the students now in college attend the Hartford Branch of the University of Connecticut and can be seen as often as required. Students attending college in other parts of the state are seen less often than would be ideal. At present it seems best to give the maximum amount of service to younger children, particularly those in the first three grades, while college students get along with the minimum.

The time element is of considerable significance in the educational work for several reasons. The fact that it is done within the framework of the year, from September to June, sets certain limits on the service and results in pressure at some seasons. Because the school day is relatively short, the number of calls that can be made in any one day is limited. The timing and spacing of calls requires considerable thought. As yet not enough time has passed to be able to show the benefits of continuous follow-ups, but it is felt that children

now in the early grades will find their academic careers in high school much easier than have partially sighted students in the past.

This has been a very general description of services available to blind and visually handicapped students in Connecticut. The fact that problems have not been discussed in detail does not mean that these do not exist. Although future needs have not been mentioned, some of these are now apparent. Since the goal of the work is both the immediate adjustment of the child in his school situation and his future adjustment as an adult living in a sighted

world, there sometimes seems no end to what could be learned about serving effectively. It has been necessary so far to move quickly in performing services for students such as making arrangements with schools and providing recorded material. On the other hand, it has seemed best to move slowly in formulating a philosophy and defining the functions of the work. The fact that it has been possible to pause here to describe services now available is significant and means that a certain point has been reached in the development of the educational work of the Connecticut Board of Education of the Blind.

Diseases of the Eye

A Proposed Correspondence Course

THE EXECUTIVE COMMITTEE of Section "C" (Home Teachers, Social Workers) of the American Association of Workers for the Blind has been encouraged to help determine the number of persons across our nation that are interested in knowing more about the anatomy, diseases, and the social implications of visual problems. It has been felt in the past that persons in the field of work for the blind could more fully deal with problems involved in our work if we had greater knowledge and understanding of those problems. Therefore, Section "C" has taken the liberty of including not only the home teachers and social workers, but wishes to know also how many persons would be interested—whether they be teachers in residential schools, specialists in prevention-rehabilitation counselors, or publishers of embossed print.

Hadley Correspondence School of Winnetka, Illinois, has suggested that if sufficient demand were presented they would prepare a correspondence

course that would give a better understanding of the functions and malfunctions of the eye.

A second proposal might be for this course to be made in print and in braille. It would also be desired that this course could serve to certify home teachers who wish to complete their preparation, and to qualify those persons who wish a college course for credit at some school such as the University of Chicago and/or Teachers College of Columbia University.

Thirdly, one of the most desirable factors would be that this course could be made available for little or no cost to the individual.

There is no guarantee that this course can be made available, but with the many insistent requests it appears that there is a need for such a course, and our first step to fulfill that need is to gather the required information so that the groups vitally concerned can begin discussing the proper methods of procedure.

This course is long overdue and hope is expressed that positive consideration may be given to this subject at the AAWB convention this summer.

Countertransference Problems IN THE Professional Worker

H. ROBERT BLANK

MANY PROFESSIONAL WORKERS are familiar to some extent with the psychoanalytic concept of transference, and they tend to apply this knowledge to their clients. Transferences are those reactions of the client to the worker which are determined by the client's unconscious conflicts. The overall problem of countertransferences, however, is still inadequately recognized outside the field of psychoanalysis proper, even though it is a major source of difficulty and inefficiency among teachers, counselors, and case workers. Countertransferences are those reactions of the worker to the client determined by unconscious conflict in the worker, which, if unrecognized, will interfere with his professional functioning.

The worker with serious countertransference problems is usually regarded as having blind spots, inept, hostile, too disturbed to work with clients, or lacking initiative (anxious and inhibited). Sometimes there is greater awareness in the general reference to "personal problems," whereas a properly trained supervisor or consultant might be able to identify the problem specifically and help the worker master it. This does not mean treating or psychoanalyzing the worker. Many countertransferences are not deep-seated and, per se, are not pathognomonic of personality disorder. In fact,

since no one is free of unconscious conflict—even the most thoroughly psychoanalyzed—countertransference occurs in every worker. The more mature the worker, the more real insight he possesses, the less severe and less frequent will be his countertransference difficulties.

The hypothesis is suggested that a great part of the "growth" of a worker attributed to "experience" actually represents his gradually and progressively solving his countertransference problems, principally on a preconscious level, in his interaction with his clients (and co-workers), so that he becomes continually better able to see the client's problem and the indicated line of help. In support of this view, we have the frequently observed case of the intelligent, alert, and conscientious worker who doesn't mature in his role in spite of excellent "experience" and theoretical knowledge, and who functions better in a position not involving close interaction with people.

"Blind Spots" about Blindness

In a consultation with an experienced worker who had recently joined the agency, he said, "I don't know doctor, I haven't had much experience with blind people." When I asked him to forget the client was blind and tell me what he would think of the partic-

ular problem in a sighted client the worker promptly indicated his full insight into the client's problem. He and I then recognized that the client's blindness had not objectively caused the impasse leading to the consultation, and that the worker had been sufficiently "experienced" except for his subjective blind spot about blindness. On several occasions, when I referred a blind client to a competent psychiatrist for treatment, he declined on the basis he had never treated a blind person, even though he had abundant experience treating the type of psychiatric problem presented. The psychiatrist was threatened by the blindness because it evoked something in his unconscious. These examples do not imply that experience and learning are not important except for the countertransference problems which have to be solved. With countertransferences at a minimum, training and experience will be more productive for the worker, his clients and the agency. Elsewhere* I have indicated why blindness constitutes a practically universal psychological threat. Here I would stress the corollary: in work with the blind, and in training, supervising, and consulting with workers helping the blind, we have to be alert for countertransferences provoked by blindness. These will complicate and be complicated by unconsciously determined reactions due to other factors.

Over-Identification

Possibly the most common countertransference in work with the physically handicapped is an unconscious over-identification with the client as

"crippled," "defective," and "castrated." This manifests itself in one of several ways. The worker might feel disturbed, anxious, and unable to focus on the client's problems. (This type of reaction to a severe degree is observed in the people who can't read about someone dying, accidents, cancer. They "go to pieces" if they can't avoid the experience.) The worker might show this anxiety only when he has to say no to the client, when he has to impose some limitation which he unconsciously interprets as a hostile act against the client (and himself by identification). "The client and I (unconsciously) deserve everything we ask for, we have to be protected from any burden or frustration because we are helpless and crippled." However, this over-identification might be intolerable for the worker especially when the unconscious masochistic element is strong. In this case, we are likely to find the worker harboring rejecting and hostile attitudes toward the client, as though he were saying, "I have nothing in common with you, I have no sympathy (identification) with you." This is essentially the mechanism operating in those blind individuals who avoid association with other blind people. They have a strong unconscious need to deny their blindness because of its unconscious masochistic significance.

Other Manifestations

Other countertransferences are related to the worker's excessive need for approval, to be the omniscient benevolent rescuer, or to play God. Such workers will prolong the client's dependence as long as their unconscious needs are gratified; they become anxious and distressed, and seek to terminate the relationship if the client doesn't "behave."

Similarly psychodynamic, but dis-

*Blank, H. Robert, and Rothman, Ruth. The Congenitally Blind Child, Psychiatric and Case Work Considerations. *Proceedings of the Institute of the Social Service Department*, Feb. 29, 1952. The New York Guild for the Jewish Blind.

tinctly pathological, is a strong unconscious sadistic trend which has been poorly sublimated and is repeatedly being acted out. This is often manifested by a controlling punitive attitude toward the client, and is most likely to be evoked by a masochistic client who unconsciously seeks to be humiliated, dominated, and degraded. Although a worker might for a long time "control" and conceal such a problem, especially when supervision is inadequate, he or she will inevitably reveal its existence in his contacts with co-workers and others outside his professional life. Such a person is incapable of a sustained give and take relationship; he gravitates to, and feels secure only with "friends" who are compliant and submissive; he is ruthless and exploitative, facilely using and discarding people in order to attain the goal of more power. Unable to love another person, he tends to be excessively moralistic, or sexually promiscuous in a calculated way. In spite of increasingly higher standards in agency practice, some sadistic characters are still able to manipulate themselves into administrative positions where their presence is soon hallmarked by staff demoralization and repeated sabotage of professional efforts.

The erotic countertransference reactions have received a disproportionate emphasis, notably in the lay press and cinema. A sexual feeling or fantasy about a client does not per se indicate a problem in the worker. If these thoughts and feelings keep obtruding themselves into the worker's consciousness, if they are acted out in some way, or if disturbing defenses take their place, we then are dealing with a countertransference problem. For example, a competent female worker complained of her irritability with a male client which disturbed her because there was

no objective basis for a hostile reaction; he was a pleasant, altogether prepossessing man. We soon learned the source of the worker's anxiety, which made her irritable, namely, she could not tolerate her erotic responses to the client's subtle seductiveness. The feeling "You excite me" had been replaced by "You don't attract me, you irritate me." Subsequently the worker had no difficulty in helping the client and was able to deal professionally with his seductive maneuvers.

What can be done about the overall problem? Constant improvement in the selection, education and training, and supervision of professional workers is the obvious answer, but certain specifics should be spelled out. Colleges and post graduate schools are lacking in adequate guidance programs; a psychoanalytic consultant to a school guidance program is still unusual. An even more conspicuous deficiency confronts us in the very few agencies and schools for the handicapped who have integrated psychiatric and psychoanalytic consultation resources. In most of them, a psychiatrist is called only when a client or student shows grossly disturbing behavior. The practice of utilizing psychoanalytic help in the worker training program and in the prevention and early treatment of serious problems, which has proven its value in family case-work and other agencies, should be carefully considered, if only from the standpoint of the tremendous waste involved in worker inefficiency and turnover due to the absence of these services.*

*Blank, H. Robert. The Integration of Psychiatric Services in a Case Work Agency for the Blind. *The New Outlook for the Blind*, Vol. 46, No. 8, October, 1952. Also: Cholden, Louis. The Role of the Psychiatrist in the Adjustment Center for the Blind. *The New Outlook for the Blind*, Vol. 46, No. 8, October, 1952.

The Role of Psychoanalysis

In line with the increasing frequency of personal psychoanalysis among case workers, psychologists, and teachers, the question arises: "Is psychoanalysis indicated for every worker?" Psychoanalysis can't be prescribed without the essential prerequisite of the worker's awareness of personal problems, dissatisfaction, and a strong desire for change in himself. Psychoanalysis is arduous, costly, and time-consuming, which in themselves constitute major sources of resistance; hence the emphasis on the worker's wanting it because he feels the need, rather than applying for it as a good thing prescribed by others who have had it. Within this context, I would recommend that psychoanalysis be considered by every worker, partic-

ularly by those in or aiming for supervisory, administrative, or executive positions. This suggestion will be misinterpreted if we ignore several facts:

1) Psychoanalysis is no panacea. Not everyone who seeks psychoanalysis is a suitable candidate. There are personal and situational contraindications which can be clarified only in consultation with a psychoanalyst.

2) Unanalyzed A might be happier, more efficient, and more stable than analyzed B. But A stands to gain in a positive way from psychoanalysis, not just in terms of eliminating problems and symptoms. The ultimate goal of psychoanalysis is the most complete and positive utilization by the individual of his capacities.

OPERATIONS RESEARCH

CHARLES G. RITTER

THE BLIND ALONE, OF ALL PHYSICALLY handicapped groups, have had over the past century and a half the benefit of an organized search for tools and aids to help in overcoming the problems resulting from their disability. Peg legs, of course, are of ancient lineage, as are orthopedic canes, wheel chairs, hooks to replace missing hands; but such devices did not represent efforts on the part of social service agencies to improve the conditions of those they served. Indeed, even today outside of work for the blind, most developments are left to commercial concerns and to scattered, though excellent, efforts at hospitals and rehabilitation centers on special devices not offered for general sale.

The blind, of course, represent a

small percentage of those with so-called disabling handicaps, so that a commercial incentive was lacking to develop special tools and aids. There are enough amputees to support artificial limb centers in most sizeable communities. Design and construction of hearing aids has been lucrative for many companies. Hospital supply houses all over the world sell wheel chairs for profit. With one exception, it is not known that any commercial firm in this country has even listed a single device to aid the blind, and even that exception does not produce the two items it lists in its catalog.

The precedent for dealing in tangible apparatus for the blind goes back to the first agency to attempt education of blind people. It has set a course

which continues active in many countries to the present day.

Original Purpose of Tangible Apparatus

Initially the aim was to find solutions to problems common to all or almost all blind people. As these basic needs were more or less adequately met, it became possible to consider individual differences, although the common problems—many of which still remain unsolved—continued to be studied in the light of general technological advances. Braille, for example, made reading matter accessible to more people without sight than any earlier or subsequent touch system that could be devised, and the quest for better methods of producing braille goes on today. The Talking Book reached still more people and required no learning, and the quest for better methods of presenting the spoken word continues.

Study aids in all fields are a continuing part of the historic quest for special aids. Improved travel aids are still being sought. These quests for the benefit of the greatest common denominator were, through the 19th century, pretty much the sum total of the technical research effort and may account for some of the attitudes which survive among a few blind people today. They placed the emphasis on blindness. Is that why so many, even today, resist braille, reject the Talking Book, try to travel without a cane?

Individual differences among the blind receive wide recognition in the literature on blindness. That vestiges remain of the common denominator approach to treatment is shown by the literature by blind writers. But it is equally apparent that respect for individual differences has grown by leaps and bounds as agency resources became

sufficiently rich to afford such treatment.

Technological developments have not only kept in step, but have supplemented these resources. The engineer who once would have been taught to weave baskets (what else was there to do with him?) can now be put in touch with tools to help him continue in engineering.

Had there been blind people enough to make meeting the common denominator needs commercially interesting, there is every likelihood that braille, Talking Books and all the rest would today be handled in the same way as hearing aids and artificial limbs. And had that been the case, it is doubtful that individual differences among the blind would receive any more attention than they now receive in other handicapped groups. True, individual blind people, as did Saunderson, would work out tools for their own use. In scattered agencies, interested workers with mechanical bents would be devising special aids to solve special problems. Some of these would find their way into the literature so that they could be copied by those who came across the proper reference and who could command the necessary technical skills.

Service to Individual versus Profit in Research

How different it is for the blind. In England, in France, in Germany, the United States and elsewhere there exist centers where technical skills are brought together with a service, instead of a profit, motivation. Any newly blinded person can secure a catalog in which he will find devices he needs that would not be needed by the blind man on the other side of town. Not only that, if he has a need for which the catalog offers no solution, he can still hope that the technical resources be-

hind the catalog will work on his special problem.

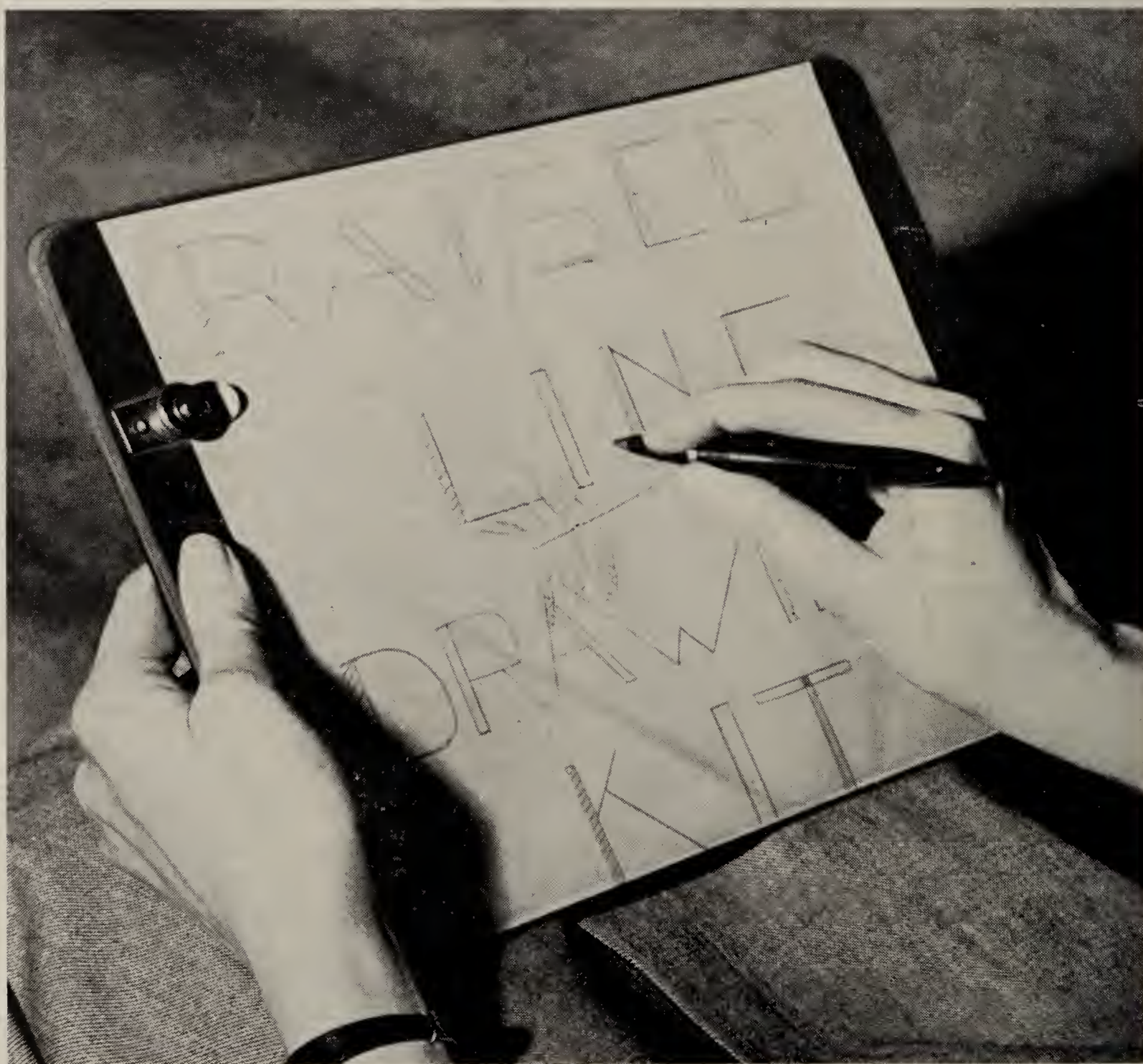
Moreover, since these centers operate on national or international levels, there is a broad interchange of information between the center and the widest variety of clients. Information is assembled not only about the kinds of jobs, but about techniques and tools which make the jobs possible. This information, in turn, is available to local workers with the blind and to the individuals who have no where else to turn for such material.

And devices which an individual works out can be offered to others with

his problems, not as an idea only, requiring special shopping and manufacturing skills before it can become a reality, but as a device he can secure for less than he could have it built and without waiting. On the basis of actual trials of earlier tools, new ones may come along which are far superior. Each new development can be built on what has gone before—just as in society as a whole—instead of being started from scratch.

Standard Modern Devices

Another interesting truth has come



With this kit a blind person may draw or write and feel the lines on the top surface as the lines are made.

to light: many devices of utmost value in solving problems of blindness were not developed for the blind. The same thing applies to devices which help people with other disabilities. Many publications in other fields carry pictures and descriptions of such commercial equipment, but the paraplegic



A standard 0-1.0-inch micrometer plus a simple vernier sliding bar and collar provide a means of measuring sizes accurately within 0.002 in. by touch.

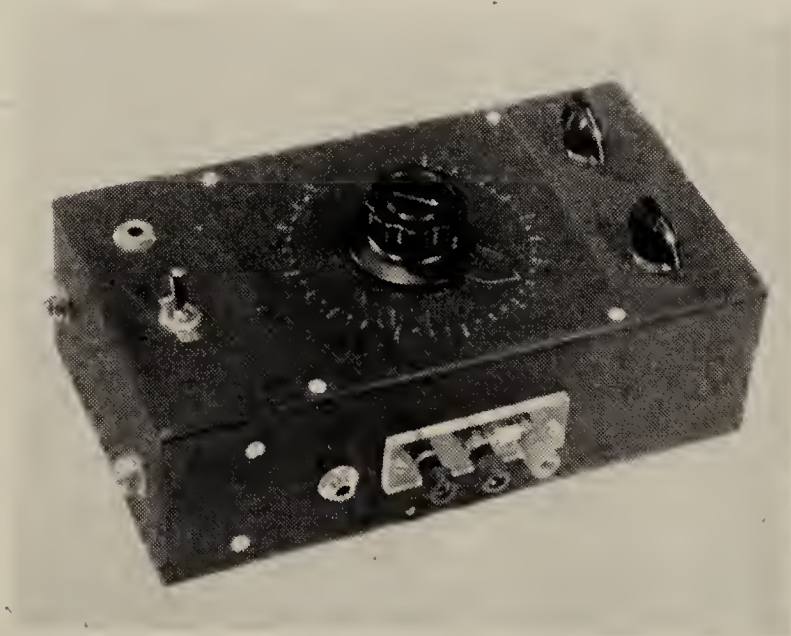
may have quite an intricate search before he finds a place that handles the product he needs. The blind may very well find it in his catalog of Aids for the Blind, and at lower cost than he would have been able to buy it in a store if he had been able to find a store that stocked it.

There is a moral to the fact that unmodified commercial equipment is included: it places the emphasis squarely on function rather than on blindness. It demonstrates that there may be other aids in home town stores. It encourages the search for easier ways of doing things with standard tools. It minimizes the differences. And above all, it brings

to the attention of blind people things they might otherwise overlook or find very hard to locate.

With the enrichment of technical resources, with the increasing attention to individual needs, the old anti-gadget attitude among the blind has been waning. Annual sale of devices by the Special Services Department of the American Foundation for the Blind alone now exceeds 32,000 items. These include such highly specialized equipment as radio analyzers, slide rules, micrometers, sphygmomanometers, and clinical thermometers. They include devices for individuals at all levels of development. They include devices to improve the usefulness of residual eyesight as well as to help the totally blind. And they represent a service, not the exploitation of a market.

Small quantity production techniques have had to be found so that the question no longer need be, "how many will this help?" And while many badly needed tools are still unavailable because not enough need them to make production possible, ways are being sought to circumvent the lacks. In the meanwhile, tasks are being carried on in increasing numbers which would



Auditory circuit analyzer with braille dial. A sensitive, multi-range ohmmeter, voltmeter and milliammeter, used with earphones by blind technicians.

formerly have been impossible. For increasing numbers the disabling effects of blindness are waning.

Blind people have always, of course, got ahead. Before braille, even, there were outstanding blind people in many walks of life. Such successes were the exception. And as technological advances came along in society as a whole, the demands on the successful individual grew more complicated. Saunderson, Metcalf, and even Babcock would find mastery of a far more intricate mass of learning necessary to duplicate now the successes they achieved in their own time. It is significant, then, that more blind people have achieved, if not equal, at least significant success, in similar fields today. There are physicists doing research, teaching; there are physicians who are practicing; there are successful blind people in almost any area that can be named. While some of these function without depending on any agency resources, the fact remains that those who avail themselves of the help that exists find their progress easier, and others who may have lacked the final push succeed because that help exists. Technical research, by focussing on people rather than on blindness is helping to place the emphasis where it belongs.

Goal: Broaden Horizons

The goal is not people surrounded by gadgets. Technical research is not a thing apart from the overall hopes and aspirations of blind people, nor apart from the best dreams of agencies for the blind. It is, on the contrary, a tool, just as the devices it develops should be tools, to help in broadening horizons. It must, to do what it can, be more than anything else a point of view, a point of view which poses one question only, "How?"

Tin Cups AND FREE RIDES

FATHER THOMAS J. CARROLL

We are pleased to have permission to reprint the following discussion which appeared as an editorial in *Listen*, the publication of the Catholic Guild for the Blind in Boston, Mass.

Father Thomas J. Carroll, editor of *Listen*, discusses a local situation in the editorial, but the principles he enunciates are applicable anywhere.—Editor.

THERE ARE TWO WAYS of looking at blindness and at blind people.

One way says that blindness is such an appalling handicap and blind persons are so hopelessly "afflicted" that nothing can be done for the blind persons to make them truly adjusted and normal—that the only thing to be done for them is to shower them with benefits, keeping them from looking at reality, and assist them to become slightly euphoric. Perhaps you even help them to learn little mottoes which say that blindness is not a handicap but only an inconvenience.

The other way is strikingly (even startlingly) different. It faces the fact that blindness is a most severe and complex handicap, and it assists the blind person to come face to face with this fact. But it believes that blind persons can overcome the handicap of blindness to a degree where they can learn to live with it as a part of a sighted world. With this goes the belief that "benefits" motivated by an attitude of emotional pity for the blind or a horror of blindness are not true benefits but burdens in disguise.

These two contrasting attitudes to-

ward blindness and blind persons will be brought sharply into open conflict by a bill which has been introduced into the session of the Massachusetts legislature just getting underway. The bill would make available to blind persons on Massachusetts transportation systems (such as the MTA) free rides—simply and solely because they are blind.

Let no one confuse this with the “single fare concession” which is in operation on railroads and on many inter-state bus systems. The “single fare concession” is a logically developed attempt to compensate for the fact that many blind persons are unable to travel unless they take a guide with them, and are thus penalized financially by the necessity of paying two fares. The “single fare concession” in response to this difficulty, overcomes the penalty to the blind person by allowing him and his guide to travel for the single basic fare, the guide riding free.

Massachusetts already has a similar law in operation on its street car and bus lines, although the Massachusetts statute is drawn without the complete logic of the single fare concession operating nationally.

These, at least, in their inception, in their national beginnings, are not false benefits motivated by false pity and hidden guilt. They started in order to remove an inequity by which the blind person was often penalized because of his blindness.

The proposed law, on the other hand, has no such justification. It springs from a feeling that blind persons are “different” from sighted persons and can never be otherwise. It springs from feelings of pity for the blind and perhaps even of resentment of blindness.

There is nothing inherent in the nature of blindness which suggests that

a sighted man should pay his fare and a blind man ride free. And there is nothing that can distinguish the philosophy of the proposed legislation from the philosophy of the tin cup held out by the blind beggar of other days or other cultures.

Some will attempt to justify the legislation with the statement that blind people are poor. This is only partly true, since some very rich people have been blind, and some very blind people have been rich. True it is that many blind are poor, whether because they were poor before they lost their sight or because loss of sight has meant loss of income. But in this law, not poverty but blindness is held out as the reasons for the special “benefit.” A law to permit the poor to ride free would be something else again; but such a law should be on the basis of poverty, not of blindness. A law which permitted free transportation to welfare recipients, to persons on Old Age Assistance, to those receiving Aid to Dependent Children, or Aid to the Permanently and Totally Disabled, and to pensioners of all categories (whatever the strong objection to it—and we certainly are not advocating such a law) would at least have the benefit of logic on its side. It would at least say “those who are too poor to pay for a ride may ride free.” The proposed law instead says “if you are blind, whether you are rich or poor, your fellow citizens will pay your way.”

Passage of such a law can only be one more wedge to drive blind persons further from a normal place in sighted society. It can only do further damage to the psychology of the blind person whom a sighted world is attempting to force into a position of dependency. It can only give further strength to a public attitude (devastating to hopes of blind persons for acceptance on the

basis of their own merit) that blind persons are somehow "different" and must be treated as such.

Now there will be some readers who have followed this article from the beginning who will get the impression that this legislation was fostered by sighted persons who are foisting it on the blind. The impression is false. The legislation was introduced at the request of a group of blind persons.

For blind persons, as much as sighted persons, can hold to the first philosophy about blindness—that which says that it is so appalling and so overwhelming that the blind person can never adjust to life in a sighted world and should be given every "benefit" that the sighted public can be pressured into through their emotional revulsion toward blindness. And it is easy for some blind persons, who might never hold such a theory, to lull themselves into acting as if they did.

It is the very fact that blind persons were behind this legislation which makes it imperative that the thousands of blind persons who oppose it make their feelings known. And it is equally imperative that those sighted persons who are in opposition to the legislation (whether they have no wish to have their blind children stigmatized as "different" or for whatever reason) should come forth and let themselves be heard.

To oppose such legislation will require courage—and particularly so if the opponent has never himself experienced blindness. There will be those who will think of those who oppose the law as heartless and unsympathetic to the blind. And surely some of the legislators must think that those who ask them to oppose the law are asking for a vote against Santa Claus and the Gold Star Mothers. But nothing worthwhile was ever won without courage and surely it is worthwhile to protect the

dignity of blind persons from legislation which must injure it.

The battle against such a law must be an outgrowth of the thinking of all of those who believe in the proposition that blind persons, though heavily burdened by a handicap difficult to overcome, are nevertheless normal persons with a right to balanced and normal living and a right to live without discrimination in a sighted world.

But the battle cannot be an easy one. For, as appealing as the sign of the blind beggar of old which called on the public to "help the poor blind" will be the cry to the legislature to do the same. And who can resist (or vote against) the plea?

AAWB Seal of Good Practice Awards

Since the last announcement, the following agencies have been granted the Seal of Good Practice of the American Association of Workers for the Blind, for a one-year period:

Division of Services for the Blind,
Colorado

Minneapolis Society for the Blind
Industrial Home for the Blind,
Brooklyn, N.Y.

New Hampshire Association for
the Blind.

Protestant Guild for the Blind,
Boston.

Cincinnati Association for the
Blind.

Good Public Relations — Good Results

AN EXAMPLE OF WHAT a local agency can do to make its presence known and felt in the community, and to cultivate community participation in its program is provided by the Evansville (Ind.) Association for the Blind.

The president of the Evansville Association is Mrs. Earl Montgomery. Clearly Mrs. Montgomery's enthusiasm and her willingness to give generously of her time and effort, even though she disclaims any experience or training in public relations work, is the first ingredient of success in the project. A board made up of interested, active working members is indispensable to the success with which the Evansville Association is serving blind people in the community.

What are they doing in Evansville?

For the first time in the history of the Association, now over 25 years old, two radio programs have recently been produced and broadcast over local stations, in which officers of the board and blind personnel from the workshop appear together. The purpose, to promote community and civic interest, understanding and financial support for the Association, is being realized. Legacy letters and fund letters following these programs are bringing gratifying results.

In these broadcasts a commentator from Station WEOA, together with Mrs. Montgomery and the chairman of the Association's social committee, commented through the interview method on the educational and social activities of the Association and other facts designed to familiarize the people of the community with the aims and general program. The broadcasts closed

with a statement from the station commentator commending the Association and its work to the community, stressing both the need for financial support and the results in terms of utilization of abilities of the blind members of the community.

The first television program was put on in January of this year over the local station, WFIE. In this instance, Mr. Fred Rollinson was the commentator, and two men from the broom and mop shop, Richard Williams, foreman, and "Tex" Bagley, broom maker, participated. A complete broom was made by "Tex" before the camera, with intermittent explanations of the process while Mr. Rollinson interviewed Mr. Williams on the activities including braille classes, social meetings, workshop, entertainment, picnics, parties.

Many favorable comments attested to the excellent reception given the program and to the response in material support from the community. Further telecasts are in preparation, with much of the content planned by Mrs. Montgomery.

The theme throughout all publicity is "Help the Blind to Help Themselves."

Following the same type of practical hunch and of forthright resolution of a need, the board and the Association president, through the instrumentality of two of their members, Mr. Carl Olson, and Mr. George Bray, both of the International Harvester Co., are operating a program of mutual benefit to the Association and the IHC plant. Mr. Bray is a vice-president of IHC.

The arrangement consists of sending

salvage materials from the plant to the workshop for sorting, and returning them in neatly separated and clean lots for re-use. The materials consist of nuts, bolts, screws, pins, washers, etc., shipped to the workshop by the IHC plant. Up to forty to fifty sizes and shapes of articles come in boxes and these are perfectly sorted into as many groupings. The work is exacting and involves grease and dirt, but the workers co-operate exceedingly well. Moreover, the quality of the work is better than in any previous experience of the plant with seeing workers. This work involves the handling of about half a ton of salvage material per month.

There have been other types of work sent in by the plant also, such as packaging light bulbs and appliance parts. The results are so satisfactory that Mr. Olson is preparing to promote the idea among other industrial plants in Evans-

ville. Meanwhile brooms and mops continue to be made, but the reduced production has helped to reduce the overstocked supply of these items.

As a direct result of Mrs. Montgomery's independent publicity work the American Foundation for the Blind Public Education Department's free radio kits have been received and are being utilized as brief spots by four stations in Evansville. They are WEOA, WJPS, WIKY, and WGBF. WEOA is also using the AFB series *Torchbearers*, thirteen tape-recordings depicting the life and work of 13 blind leaders of history. These tapes were produced and narrated by Dr. Gregor Ziemer, Director of the AFB Department of Public Relations. The Evansville experience is illustrative of the proportions to which a simple and straightforward approach to public relations can grow.

Fred Rollinson, commentator, Richard Williams, "Tex" Bagley on TV show



American Diversity

versus

British Compactness

S. O. MYERS

[Mr. S. O. Myers, Principal of Condover Hall School for the Blind in England, visited schools for the blind in America last year, and subsequently wrote reports of his observations in *The New Beacon*. We have received generous permission to reprint that part of his observations in which he compares American and British methods of educating blind children. This is from the January 25, 1954, issue of *The New Beacon*.

Mr. Myers notes that what he has to say is quite personal and that another visitor here "might reach far different conclusions." He deals with differences in set-up in the two countries and also with similarities.—Editor]

APART FROM THE FACT that many more races have contributed their hereditary traits of face and figure to American children, the general appearance of blind children is similar in both countries. Disregarding differences in dress and speech it was very easy, when I was in an American school, to imagine myself still at home. The proportion of totally blind in the school population of the two countries does not appear startlingly dissimilar. The bustling activity and independence in our schools here, which usually surprises the inexperienced visitor, were present in American schools also.

A quick glance through a classroom window at a dozen or so children working—you might be in Britain or the U.S.A. I emphasize a quick glance purposely. More detailed study of such an average classroom would reveal some differences. The average American classroom is better furnished and in a better and more modern building than ours. The higher general standard of living in the States and the more recent foundation or development of most of their schools are sufficient explanation. I was being shown round a certain school by the Superintendent, who said we need not visit the old kindergarten block as it was being pulled down and replaced with a new building next year. When I asked the reason—"It's forty years old!" was the reply. I was told at Batavia that the two million dollar school building was planned to last for 50 years only! The first striking difference then, is that America has the money and builds, while we must wait until we can afford it.

Fundamental Differences

The most fundamental difference between the two countries can be summed up as British compactness ver-

sus American diversity. The rest of this article will be an explanation of this statement with illustrations drawn from the great variety of American practice which, nevertheless, have some bearing on debatable aspects of British procedure.

In England, although there may be variations in organization and method from school to school, it is fair to speak of an English "system." Residential schools of all types—nursery, primary, secondary and vocational on a regional basis, with Worcester, Chorleywood, the Royal Normal College, and Condoval performing their national functions—combine to make an educational unit. The College of Teachers of the Blind in its scholastic work does much to unify educational work of blind children throughout the country.

It is impossible to speak of an American "system" of education for blind children. The separate states and large cities have developed widely different methods of education. Some schools were founded by, and are still controlled by, voluntary charitable bodies. Other schools were founded by states or cities as their own public schools. New Jersey, Detroit, Cleveland and possibly other places have no schools specifically for blind children only. While there is an American Association of Instructors of the Blind it does not seem to exercise the unifying function of the British College of Teachers.

Americans Discussing Methods of Education

In Britain, since by law all schools for blind children must be residential schools, the possibility of educating blind children by other methods is still remote. In the U.S.A. the discussion of rival methods of education is lively and can be descriptive of alternative schemes already in existence. In partic-

ular there is in the States quite keen controversy between the supporters of the residential school and those who prefer that blind children should be educated in ordinary schools.

At a national conference of special schools, held at Boston in April (1953), I attended a discussion of the forum type where the panel were all defenders of the residential school. It was felt that the supporters of the education of blind children in the normal schools have received so much publicity lately that it was time some defense of the residential school should be publicly and forcefully made. It was interesting, however, to me to note that on this panel selected for its particular purpose there was the superintendent of a residential school who firmly advocated its practice of sending its older pupils to the normal local high schools. In another article I have described the New Jersey system where education of blind children in ordinary schools has been carried on since 1910, and no one I spoke to there expressed any desire for a change in that system.

Personally I was very intrigued with the idea of the full-time or part-time education of blind children in schools for the seeing, although I cannot see how such an experiment could be carried out in Britain at the present time.

Attitudes on Vocational Training

There is considerable difference between the attitudes of the two countries toward vocational training. In Britain, by far the larger proportion of school leavers still pass on to an establishment for training in the traditional sheltered occupations, such as training centers usually being integrated with school at one end and workshop at the other. In the U.S.A., the only examples of vocational training I saw were shorthand, typing and piano-tuning. No school

had a vocational training department comparable to ours. The whole aim of the American schools is to pass their children on to ordinary life and ordinary occupations. There are sheltered workshops—never, as far as I know, associated with a school—but they are usually for blind people who cannot make the grade in ordinary profession or industry.

This attitude toward vocation is to me the most significant point of distinction between our education and the American. All the educators of the blind with whom I discussed the topic in America, whether from residential schools or normal schools, agreed with this ideal of aiming to fit all possible blind children into normal life and occupation.

This idea has, of course, been much discussed, advocated and decried in Britain in recent years. The famous Chapter X of the Working Party's Report is wholeheartedly in support of it and received the backing of our national organizations. However, nothing positive seems to have been done to implement its findings yet.

In the New York State School for the Blind I saw being developed a pre-vocational department of great interest, especially since its aims are similar to those of Chapter X. The Department is supervised by a vocational counselor, and it operates at high school level dealing mainly with children in the last four years of their school life, i.e., of age range 15-18. The course forms part of the school program and operates thus:

For the first two years all pupils take short courses in eight subjects, including textiles, woodwork, metalwork, home mechanics, factory skills, etc. Some practical work is performed and visits are paid to appropriate factories. Pupils in their last two years are able

to choose up to three of the subjects to count as credits toward their graduation. At the time of my visit the department was in process of development, but power machinery was being installed and I saw girl pupils operating small power presses. These courses are strictly pre-vocational and form only a part of the high school program.

Special Schools, Nurseries

In the States there are no special grammar schools comparable to Worcester and Chorleywood. The large schools of the States are more comparable to Craigmillar than the Senior School in England.

Some education of backward blind children is carried out at Royer-Greaves School, but at present, many such children and most of those with additional handicaps other than educational sub-normality and deafness, are not attending school.

There are very few resident nursery schools for blind children, though most of the schools have a kindergarten department for children of age five and upwards. I found a visit to the Boston Residential Nursery for Blind Children very interesting, particularly in view of the recent change in policy there. Instead of accepting almost any type of child, every effort is now made by the nursery staff to maintain babies in their own homes, using home visitors to help the parents. The Nursery accepts as residents only those babies who have special difficulties or whose homes are unsuitable or non-existent. Parents who keep their children at home can seek advice at the Nursery, receive help from the staff, and make use of the library of pamphlets and a central collection of suitable toys.

The American Foundation for the Blind is by no means an exact counterpart in America of our Royal National

Institute for the Blind, though it performs there some of the functions of the Institute. For example, it publishes pamphlets and produces certain equipment for the use of blind people, and is greatly interested in all aspects of blind welfare. One very useful service performed by the American Foundation, which has no similar feature in Britain, is its aid to education, in that it helps to organize conferences on educational topics and, through the offices of its able and experienced educational officer, publishes summaries and findings of such conferences.

Finally, a word about the comparative state of psychological studies in the two countries. I think it cannot be dis-

puted that much more psychological study has been done in the U.S.A. mainly through the work and guidance of Perkins Institution. Nevertheless, such work has, to a considerable degree, remained unco-ordinated and it is possible that the recent development in Britain of the College of Teachers of the Blind Research Council and Committee, and the possible continued association of this work with Birmingham University, may enable British psychological studies to keep pace with the American work. This leads me back to the point at which I began when endeavoring to explain differences between the two countries—American diversity and British compactness.

LETTERS TO THE EDITOR

Educators' Conferences—

London, England
6th March, 1954

To the Editor,
New Outlook for the Blind

Dear Sir,

Educators of the blind throughout the world have every reason to be grateful to Mr. Edward J. Waterhouse for his thoughtful article which appears in your February issue. ["In Retrospect—The Bussum Conference"]

The procedure which he advocates for the next international conference in this series takes us back, I think rightly, to the Oxford technique which we tried out in 1949 at the first postwar gathering of workers from many lands

in the field of adult welfare. The Organizing Committee of the Oxford Conference prepared draft resolutions, one of which was discussed—mainly from the floor—at each session. The Committee requested the full conference to elect a Re-Drafting Group at the end of each session, chosen from among those who had contributed most effectively, and from widely varying standpoints, to the discussion. The Organizing Committee examined these new resolutions, editing them where necessary in order to bring them into line with each other as parts of a whole programme for the future development of blind welfare services, and finally took them back to the last plenary session of the conference for endorsement.

If the educators were willing to adopt a similar procedure, all the work of translating summaries of the set papers could be avoided; incidentally, Mr. Georges Raverat and his colleagues in the Paris Office of the American Foundation for Overseas Blind deserve the highest praise for their masterly handling of this part of the work, at very short notice, in 1952. It would be much easier for a small Anglo-French group to get together before the next conference and to prepare versions of the draft resolutions in both languages.

At Bussum I think we gained far more than we lost by securing unanimous approval for our resolutions, for without this it would have been far less easy for delegates to take the Bussum programme back to their Governments and endeavour to sell it to them with the same conviction as they can today. I agree, however, that with this foundation truly laid, we can afford in future conferences the luxury of the expression of minority views in our final resolutions.

Topics other than the eleven already discussed at Bussum will need to be considered on future occasions, and I like Mr. Waterhouse's idea of a vote among national delegations to select those which should receive priority from among the many which could be suggested.

It will be apparent from the above that my interest in international conferences of this kind is not confined to the machinery of interpreting, much as I hope that I may be privileged to help to keep the wheels turning when we next meet. But I am also, as one blind from birth, the consumer of services for the blind, and I am desperately anxious that they shall be ever more efficient and comprehensive.

Yours very cordially,
John Jarvis

On the February Editorial: Vending Stands—Asleep or Dying

"Your editorial on vending stands was another good two-fisted one."—*New Jersey*.

"I wish to concur in your thoughts expressed editorially concerning the general apathy toward vending stands for the blind. It is encouraging to note your diagnosis of the vending stand program, as well as some suggested remedies. It is my expectation that those who are responsible for developing a sound future program will be prodded along by such frank appraisals of this situation . . . I am hopeful that you will rapidly gain support from business enterprise specialists . . ."—*Ohio*.

"This is to advise that the editorial in the February issue, 'Vending Stands—Asleep or Dying,' was the subject of considerable discussion during our regular monthly meeting. We deeply appreciate the interest and purpose of the article and feel that same will cause and provide serious thought as regards the problems we face. It is certainly high time that we present a united front in our appeal for recognition of the intent and purpose of the Randolph-Sheppard Act."—*Ohio*.

The Long Cane—

Veterans Administration
Washington, 20, D.C.
April 15, 1954

To: The Editor
New Outlook for the Blind:

A training film entitled, "The Long Cane," is now available through VA regional offices for professional organizations, who wish to have documentary information concerning the training of blinded veterans in orientation. This film may be borrowed by organizations

specializing in assistance to the blind.

It seems important that I offer some basic clarification of the scope of this program and its relation to other programs for the blind.

It has not been our thought at any time that the means we use to discharge our circumscribed responsibility might be adopted without modification for non-veteran groups of blind people, such as blind children in residential schools, the aged and infirm blind (of whom there are many) and a large number of partially seeing individuals, who (from the economic standpoint) are considered blind, but who are successfully mobile with limited vision.

It should be borne in mind in connection with the war blinded that they differ in certain important respects from a great many people whose blindness did not originate during military duty. Among civilian blind people there are a considerable number who were born blind or who lost their sight in infancy or childhood. There is another large group who are blind due to disease of maturity or age, their lives having quite often reached a stage at which they have completed their major economic contribution to society, and who, whether or not they were blind, would probably not engage very aggressively in work or community life.

By contrast, blinded veterans all have eighteen or more years of visual memory, and most of them are at a time of life when a person's book is yet to be written and his career has not reached its highest plateau. The valuable asset of sight has been taken away, but life remains with many years ahead in which to make a mark. Although many blinded veterans have additional physical handicaps, including loss of taste, limbs, and hearing, in the vast number of cases the general physical constitution is still strong, judgment is accu-

rate, common sense or mother wit is as ready as it ever was, and feelings continue to flow powerfully, all functioning in a world which has gradually grown aware that blind people can maintain themselves as contributing members of society. This creates a situation of challenge, which the ex-soldier, sailor, air corpsman or marine has the youth to meet. In connection with learning mobility he also has the intrepidity and the athletic ability to meet it.

I am quite sure that the civilian blind of equivalent age and strength might benefit from some of the processes used for veterans, and I hope that these may be made available where such is the case. I am equally sure that the method which has been evolved for service men would offer other groups an approach to the whole subject of mobility.

This approach is the idea that mobility techniques can be taught, as horsemanship can be taught, on a very thoroughly systematized basis, especially to the newly blinded who have lost their sight suddenly. What the war blinded have, which I do not know of the civilian blind having, is treatment as a blind person in the hospital ward. This therapy investigates the etiology of the blinded veteran's difficulties early, brings into the open his emotional problems and shows him skills by which he may avoid surrender to his paralyzing physical disability. If an echelon of workers for the blind in this country might be admitted on hospital staffs under the supporting authority of doctors, I believe a hiatus might be filled which would benefit some blind patients and would be welcomed by workers for the blind.

All of us who have responsibility for maintaining standards in the war blind program have a concern that the methods used not be jeopardized by

over-selling. I would like to emphasize that we foresee many difficulties (not unsurmountable perhaps) in trying to improve mobility methods for those who have been blind for many years. The war blind at the outset know nothing about being blind and as a rule know that they know nothing. They are willing to learn from seeing instructors because their self-esteem has not yet become involved with a concept of themselves as authorities on the subject. They are therefore receptive to teaching because they do not feel the necessity for justifying any set of methods they have evolved themselves and trying to prove that the method taught them is wrong. On the other hand, one experienced civilian blind person visiting the VA unit for the blind at Hines grasped the method taught very intelligently, commented that he thought it was fine for other people, but added laughingly

that he would continue to use his own methods, because they *were* his own. I think in time such a man could be persuaded to adopt whatever can be clearly proved more efficient, but only if he is persuaded wisely and temperately, with due respect to what he has discovered for himself, and to the millions of hours of good rehabilitation work for the blind which has been done in this country for 125 years both by blind people and seeing ones working together.

This is a very large subject, which deserves the interest of the public. I feel it is important that it be presented as carefully and accurately as possible.

A. B. C. Knudson, M.D.
Director of Physical Medicine and Rehabilitation,
Department of Medicine and Surgery

BOOK REVIEWS

The Blind Man, by Walter Jens. The Macmillan Co., 1954. 92 pp. \$2.50. Reviewed by N. J. Raskin.*

The best that can be said for this very short novel translated from the German is that it is an absorbing one. It has a peculiar, morbid type of fascination which stems from the personality of "the blind man" who is the central character, and only in an accidental way from his blindness. If we accept the reality of this man, it is evident that any turn of fate would have brought out the preoccupation with self, the

jealousy of his wife, the feelings of inadequacy as a parent, which are so much a part of him.

In the end, the author wishes us to believe that the blind man is facing the future with realism and courage. But this outcome is the product of circumstantial contrivance rather than the reformation of outlook through greater awareness of self, and so is unconvincing.

An especially depressing aspect of the book is the picture that is painted of attitudes toward blindness in the culture surrounding this man, as well as the people who are close to him.

*Director of Research Planning, American Foundation for the Blind.

The street car conductor's shouted request for "a corner seat" as soon as the blind man boards the car, the man walking along the street supported by his wife and friend, not knowing that he is wearing the symbolic yellow arm-band which they have attached to his coat, are elements in the atmosphere of unrelieved morbidity and tragedy which surround this story.

Touch Reading—A Manual for Adults Who Want to Read Braille, by Janet Wise. McKay Associates, New York. Ink-print supplementary manual, 124 pp. 2 V. Braille. 85 pp. ea. \$6.25. Reviewed by Sophy L. Forward.*

This textbook, a manual for adults who want to learn to read braille, is designed primarily for the person who can and will study by himself with initial aid and intermittent assistance from a sighted person. As the subject is presented in *Touch Reading*, it is not necessary for the sighted person to know braille.

In the 124 page paper-bound ink-print equivalent of the braille text, as each set of characters is introduced the manual describes the composition of the characters and furnishes instruction as to its proper usage. The instructions are written in the second person so that when the sighted aide reads them aloud to the student they will be addressed directly to the student. Throughout the book (except for instructions) the ink-print manual follows the braille text, line for line and word for word. The introductory com-

ments give a brief history of the inventor of braille, describe the structure of the braille system, and define its grades, abbreviations and contractions.

The braille edition of *Touch Reading* is in two volumes of about 85 pages each. It has no description or chart of the structure of the system and no rules governing the proper usage of characters. After familiarizing the student with the alphabet, the book introduces him to whole-word contractions and abbreviations immediately. Thus the book teaches Grade Two only, and no word is included in the practice material until it is presented in its final form. There is an abundance of practice material in this text and its content is of a nature that would appeal to students who have enjoyed reading.

Home teachers will find some use for this text. They will like the clear embossing, the widely spaced lines through two-thirds of the text, the stiff but not heavy cover, and the ring binding that makes the book lie open easily on the table or lap. If the teacher wishes to leave a text with more than one student whom he may not be able to visit often, he may wish the ink-print pamphlet, like its braille counterpart, were in two sections.

In the preface and foreword of the ink-print volume and her foreword to blind teachers in the braille volume, Miss Wise's enthusiasm for braille and her confidence in others' ability to learn and enjoy it are evidenced. These feelings for her subject and her thorough knowledge of it are reflected in the thoughtful manner in which she has presented braille in *Touch Reading*.

*Sophy L. Forward is Supervisor of the Home Teaching Section, Pennsylvania State Department of Public Welfare, State Council for the Blind.

APPOINTMENTS

✪ A research project requested of the American Foundation for the Blind by the American Association of Workers for the Blind, just short of a year ago, is now in the first stage of activation. This project, for a long time of major concern to all those engaged in work for the blind, involves the compilation and publication of a manual of criteria and standards for the guidance of agencies for the blind in establishing and/or developing the specialized phases of service programs to blind clients.



ALEXANDER F. HANDEL

Effective May 1, 1954, Mr. Alexander F. Handel, who most recently served as a consultant and lecturer in the fields of administration with the Center for Human Relations Studies at New York

University, joined the staff of the Foundation in the position of "Consultant in Community Planning." One of Mr. Handel's primary duties will be to structure, co-ordinate and supervise the research study, initiate the publication of the manual in which the criteria and standards developed in the study will be consolidated.

In addition to undertaking this specific responsibility, Mr. Handel will gradually assume the major burden of the Foundation's long-range program of rendering consultative advice to local communities in the planning of their programs, which has heretofore been carried primarily by a collective body of Foundation staff members under the direct supervision of Miss Kathern F. Gruber, Assistant Director.

Previous professional experience of Mr. Handel has been as follows: Dean and Professor of Social Work, School of Social Work, Adelphi College; Director of Local Rehabilitation Services, United Service for New Americans; Director of Relief (Health and Welfare) Services, United Nations Relief and Rehabilitation Administration, U.S. Zone, Austria; and, State Supervisor of Child Welfare Services, Michigan Department of Social Welfare, Lansing.

Mr. Handel secured his Ph.B. degree in social sciences from the University of Chicago in 1931 and his A.M. degree in 1940 from the School of Social Services Administration, University of Chicago. Mr. Handel served with the United States Army as Chief Psychiatric Social Worker at the DeWitt General Hospital from 1943-1945. He has been a frequent contributor to professional periodicals. His professional relationships include the American Association of Social Workers, American Public Welfare Association, National Conference of Social Work, and International Conference of Social Work.

Mr. Handel, 44 years of age, resides on Long Island with his wife and three children.

✪ The Board of Directors of the Blinded Veterans Association has announced the appointment of Mr. Irvin P. Schloss as executive director to replace Mr. Lloyd Greenwood who resigned in November, 1953. Mr. Schloss has been acting executive director of BVA during the greater part of 1953 while Mr. Greenwood was on leave to

star in the Veterans Administration film, *The Long Cane*.

A native of Maryland, Mr. Schloss is 31 years old. He attended the University of Maryland and received his B.S. degree in entomology in June 1943.

He served in Europe with the 25th Tank Battalion, 14th Armored Division until he was blinded. After hospitalization at Valley Forge and Avon-Old-Farms, he was discharged from the army in October 1945.

Mr. Schloss is married and lives in Washington, D.C.

IN THIS ISSUE

DR. H. ROBERT BLANK whose article "Countertransference Problems in the Professional Worker" appears in this issue, was for six years chief psychiatric consultant for the New York Guild for the Jewish Blind. He is at present on the staff of the Treatment Center of the New York Psychiatric Institute; a contributing editor of the *Psychiatric Quarterly*; and continues to carry on his psychiatric research activities in the field of work for the blind.

WOUNDS RECEIVED in the Battle of the Bulge took Dr. Walter Stromer's sight and he has since that time achieved notable success as a specialist in communications in education. He received his Ph.D. in this area from the University of Denver and taught there in the Adult Education Department. At present he is instructor in the Speech Department at Cornell College, Mt. Vernon, Iowa. Dr. Stromer served as consultant in speech and communication during a recent workshop for teachers of blind children at George Peabody College for Teachers. The current article was given at the workshop, "For All Blind Children," at George Peabody College last summer.

THE OLDEST STATE AGENCY for the blind is

doing what we believe to be a unique form of service for visually handicapped students of all ages. Dorothea Simpson writes with sensitive perception of the needs of individual students and of practical ways of meeting them. The needs of students everywhere are pointed up by inference, needs which are still untouched under existing programs, and it seems probable that adaptations of the procedures in Connecticut might be indicated for use elsewhere. Miss Simpson's prior experience as a public school teacher and her well-thought-out conceptions of student's needs, as well as her enthusiastic approach, all fit her particularly for her duties.

THE STATEMENT on the true purpose of research on, and assistance in the procurement of, tools and aids for the blind, as ably set forth by Charles G. Ritter in "Operations Research," should help to dispel some of the misconceptions that are abroad to the effect that blind persons' lives "are being cluttered with visionary and impractical gadgetry." Mr. Ritter is Consultant on Special Aids and Appliances at the American Foundation for the Blind and has been engaged in this work for more than 20 years.

Current Literature

✧ "The Visually Handicapped," by Lee Meyerson, *Review of Educational Research*, V. 23, December, 1953. This 16-page review was planned largely as a critical examination of the literature on selected problems in the field of visual impairments; however, a number of references to general works and to current sources have been included. The listed books and articles are evaluated under these headings: General Works, including Partial Vision and Blindness; Correctable or Partially Correctable Impairments of Vision; Partial Vision; Blindness, including Facial Vision, Personality Investigations, Social Maturity, Interview Studies, and Experimental Studies. He offers also a Canon for Experimentors and Evaluators; Research Briefly Noted; Summary and Prospect, subdivided into Correctable Defects, Partial Vision, and Blindness. Conclusions drawn by the authors of the works discussed, are stated in detail, especially in connection with experimental studies of "facial vision," personality inventory investigations, sources of maladjustment in blind adolescents, and study of the speech of the blind. In his summary, the author points out that major gains have been achieved and that well-designed studies by competent, mature investigators appear to be increasing in frequency. Yet he feels that there is less cause for satisfaction in the continuing tabulations of opinion when they do not lead to solution-oriented research; there is cause for impatience at the slowness of investigators to exploit more fully the kinds of experimentation that have proved fruitful in the social sciences; and that there is cause

for alarm at the poverty of research concerned with educational problems, particularly in the case of children blind from retrolental fibroplasia.

The works commented on are listed at the end of the article.

✧ *Courage is the Key*, ed. by Alexander Klein, New York, Twayne Publishers, 1953. The fifty chapters of this book are true stories of the lives of men and women, both famous and little known, who overcame great handicaps. Four chapters tell of blind persons: "He Did the Impossible," by B. F. Sylvester, tells of LaVon P. Peterson, founder and director of the Radio Engineering Institute of Omaha. "Housewife in the Dark" by Enid Griffis, describes the normal life of Jane Barbour, blind from birth. "Stanley Stein Fights On," by David Copeland, is a brief summary of victory over leprosy and blindness. Vernon Williams also blind from birth, is the lawyer in "A Man's Best Friend," by Jerome Beatty.

✧ "Maladjustments and Maternal Rejection in Retrolental Fibroplasia," by H. Barry, Jr., and Frances E. Marshall, *Mental Hygiene*, V. XXXVII, October, 1953. In this article are presented the findings from a study of a group of seventeen students at Perkins Institution. They were children from five to seven years of age, in the kindergarten class, all blind as a result of retrolental fibroplasia. The study was made to determine the causes of behavior maladjustment, and maternal rejection and maladjustment were found to be closely related in this group. Extreme maternal rejection, this report states, can cause pseudo-retardation in the blind. The combination of emotional disturbances and blindness results in a formidable problem for teachers and housemothers.

✧ "That the Blind May See," by Virginia M. Axline, *Teachers College Record*, V. 55, February 1954. This article stresses the need to increase our understanding of human behavior, a need which is especially apparent in recent work with young children who are blind or who differ markedly in any way from others. The sudden increase in the incidence of blindness in young children, due mainly to retrolental fibroplasia, has focused the attention on a study of these children and their mental and personality development. The paper has four main divisions: Tragedy of Wasted Ability, Blindness of Prejudice and Ignorance, Organic Blindness Least Handicapping, and Who Is Different? The author concludes that "if, by our exploratory studies and research, we can learn to appreciate and utilize the value of differences as well as of similarities, then perhaps we can become more effective in all interpersonal and intercultural relations."

✧ *Conference of Educators of Deaf-Blind Children*, held at Perkins Institution, April 13-14, 1953, under the Joint Sponsorship of the American Foundation for the Blind and Perkins Institution, 1954. (Perkins Publications No. 16). The topics included in the program were: Present Resources and Present Needs, Means of Determining a Blind Child's Educability, Training Teachers of the Deaf-Blind, Demonstrations and Discussions of Different Methods of Instruction, Vocational Goals for the Deaf-Blind Child, Advantages and Disadvantages of Integrating the Deaf-Blind Child in the Regular Residential Program, and Advisability of Establishing Regional Schools for the Deaf-Blind. Case studies of deaf-blind children are given, suggestions for the preparation of teachers

of deaf-blind, and requirements for a desirable teacher education center.

✧ "Shafei Hanafi's Dream," *United Nation's Bulletin*, V. XVI, January 1, 1954. Cairo is the headquarters of a Demonstration Centre for the Rehabilitation of the Blind serving the Arab-speaking region, and set up with UN aid. This article is a description of the tour of the Centre by a little blind Egyptian boy and his parents. The braille library and the home teaching service are explained to them, and they meet the Director and some of the rehabilitated blind. Five illustrations add interest to the text.

✧ "Meeting the Needs of the Preschool Blind Child and His Parent," by Pauline M. Moor, *Education*, February 1954. Opening with a discussion of blindness in America today, and especially the blindness of children due to retrolental fibroplasia, the article takes up parental attitudes toward the blind, giving specific examples of reasoning and reactions. The author next points out the needs of the blind child, mentioning three in particular: 1. He must have a family and know the feeling which comes from a sense of belonging and of being important to his family. 2. The blind child needs to feel a sense of independence and to know himself as a person. 3. He needs to know the world outside of his family and himself. Specific needs of parents are then given and ways of meeting these needs suggested.

✧ "Ambition Lights His Way," by Eugene Kinkead, *Nation's Business*, V. 42, No. 4, April 1954. This is a description of the career of Hubert E. Smith, successful blind businessman, whose aim has always been to improve the general welfare of the blind.

NEWS BRIEFS

✿ Dr. Victor Rambo, in a letter to the editor of the American Journal of Ophthalmology, writes that, conservatively estimated, there are at least one million cases of operable cataract in India, and this in spite of the fact that there are an average of 100,000 cataract operations performed every year. Many of these operations are performed in hospitals but a great number of them are done in mobile surgery units in the villages. The percentage of success is high—90 per cent. And of these, five per cent are children.

Another cause of blindness in India, keratomalacia, Dr. Rambo calls “pathetic because it can so easily be prevented.” If the victim of this disease is treated soon enough, before the cornea is destroyed, his sight can be saved. The treatment is vitamin A and fats.

Dr. Rambo stresses the drastic need for research in India, in all fields of health, but particularly in ophthalmology.

✿ The 1954 convention of the National Federation of the Blind will be held at the Kentucky Hotel in Louisville, Ky., July 17-20. Hotel reservations should be made directly with the Kentucky Hotel, Louisville 2, Ky. There will be business meetings in the Mirror Room of the hotel on Saturday morning and afternoon, Sunday morning and afternoon, Monday morning, and Tuesday morning and afternoon.

There will be a dance in the Mirror Room on Saturday night. The banquet will be held in the Flag Room on Sunday evening. The tour on Monday will include a visit to the American Printing House for the Blind. The National

White Cane Bowling Tournament has been arranged at bowling alleys near the Kentucky Hotel on Saturday afternoon, July 17th. Blind bowlers who desire to participate in the tourney may secure copies of the rules and necessary entry blanks by writing to Mr. William Fritsch, Bowling Chairman, 235 N. Pope St., Louisville 6, Ky.

✿ Mrs. Audrey Hayden Gradle was honored at the 1954 Conference of the National Society for the Prevention of Blindness in St. Louis in March when she was presented with the Leslie Dana Award for 1953. Mrs. Gradle richly deserved this honor. She has given most of her adult life to work for the blind and prevention of blindness.

Mrs. Gradle, who is better known by her maiden name—Audrey Hayden—was executive director of the Missouri State Commission for the Blind from 1925 to 1927. She then went to Chicago to become the executive secretary of the Illinois Society for the Prevention of Blindness. During her work in Illinois she was instrumental in pushing legislation to outlaw the sale of fireworks; for the use of drops in new-born infant's eyes; and for the establishment of special school classes for children with poor vision. She also collaborated in writing three works on the causes of blindness.

Since the death of her husband, Dr. Harry Searles Gradle, who had also received the Leslie Dana Award, Mrs. Gradle has become consultant in prevention of blindness for the Pan-American Congress of Ophthalmology; vice-chairman of the California Society for the Prevention of Blindness, and participates in several other social agency groups. Currently she is active in working to establish research grants, primarily for the study of retrolental fibroplasia.

The Leslie Dana Award was established in 1925 after Mr. Dana became interested in prevention of blindness and set up the award to increase interest in eye research.

✿ The Industrial Home for the Blind, Brooklyn, New York, re-elected Mr. Henry S. Conover, president of the Board of Trustees for the fifth consecutive year, early in April. The following officers were also re-elected: Judge Michael F. Walsh, Vice-president; Milton T. VanderVeer, Vice-president; David J. Askin, Jr. Secretary; Matthew C. Jones, Treasurer; also elected for additional terms as members of the Board of Directors were: David J. Askin, Jr.; William R. Deyo; Robert L. Harding; John E. McKeen; Moses L. Parshelsky. Louis C. Wills, Esq. was re-elected Honorary President.

Mr. Conover's annual report to the trustees was a comprehensive survey of the expanded work done by the Home during 1953. Several new programs have been instituted or implemented during the year. The case load of the IHB has increased 423 cases over 1952.

Mr. Conover summarized the work of 1953 thus: "It is gratifying to be able to say that we can look back on 1953 as a year in which we have been able to improve and expand our services to the blind and deaf-blind of our

community and a year which was replete with promise of even greater improvement in the future of our ability to fulfill our obligation to the blind persons who will look to us for service."

✿ The Vacation Home and Farm School of the Cincinnati Association for the Blind has issued its fifth-year report of operation.

This project, located at Box 207, Mason, Ohio, is a rehabilitation program open to blind men anywhere in the United States who seek training for employment either on commercial farms or as operators of their own farm projects.

It is a unique attempt, which goes back to a similar program in New Hampshire known as the Agricultural School. That school operated from 1941 until 1948, when it closed for lack of sufficient operating funds. The superintendent of that school from 1945 until its close was Fred C. Ward, the present superintendent at the Ohio farm school.

Poultry and dairying are the two specializations offered to students. Apiculture is being experimented with as a possible specialization to be added. Not the least in importance that the school believes it can contribute to the student is self-confidence, so essential in entering any vocation.

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A "term" is one year, and the training is of necessity highly individual. Eight men can be enrolled, in the school's present capacity. Three are at present in attendance. Most students have had financial assistance in paying for tuition as clients of their respective rehabilitation services.

✪ The University of Georgia, in cooperation with the National Committee for Recording for the Blind, Inc., is prepared to offer any of its regular home study courses on Soundscriber records for blind students. Both the study manual and the text material will be recorded, and the student replies may be recorded or written. The University will give special attention to inquiries about this program, to persons not only in Georgia but in other states as well. Inquiries concerning tuition costs and all other details should be addressed to Miss Elizabeth Powell, University of Georgia, Division of General Extension, Athens, Ga. Instruction courses are available in many fields, including agriculture, biology, business administration and economics, education, health and physical educa-

tion, psychology, English, forestry, geography, history, home economics, languages, mathematics, political science, social sciences and sociology. This is probably the first plan of its kind ever to be set up.

Eastern Home Teachers Will Meet

Advance notice is made of the next meeting of the Eastern Conference of Home Teachers, which will be held October 20-23, 1954 at the Lord Baltimore Hotel, Baltimore, Md.

The complete program is not yet announced, but the opening meeting is to be held Wednesday evening, October 20. The conference will close at noon, Saturday, October 23.

Richard Kennan, of the Maryland Workshop for the Blind, 601 North Fulton Ave., Baltimore, is chairman of the program committee. Miss Ethel Parker, Lawrence, Mass., is president of the Eastern Conference.

The secretary, Alfred Allen, will have mailed detailed information and reservation cards to members by the time this announcement appears.

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APPLICATIONS ARE INVITED by an experienced teacher for September 1954 for second grade braille position. Applicant should qualify to hold standard elementary certificate in Iowa or its equivalent. Individual must be sighted. Will pay \$250 to \$300 per month plus full maintenance on 9 month basis depending on training and experience. Apply to Superintendent, Iowa Braille and Sightsaving School, Vinton, Iowa.

IMMEDIATELY AVAILABLE, young man 25 years of age. Graduate of Ohio State University, with Bachelor of Science, majors agricultural economics and rural sociology. He has travel vision and is equipped as rural counselor. Desires employment with agency for the blind; has also had sales experience. For further details, contact Kenneth Morlock, c/o George H. Stewart, Rehabilitation Services for the Blind, Oak and Ninth Streets, Columbus, Ohio.

BEACON LODGE, Pennsylvania Camp for the blind, beautifully situated in the hills of central Pennsylvania, will be open June 26, and closed August 28, 1954. Applicants from Pennsylvania will be given first consideration, but blind people from other states will be considered if space permits. Mr. Clyde L. Downs, Camp Director plans a well-rounded recreational program for the guests. Hobby shop will be open during the day when blind guests may participate in various projects. Arrangements will be made to get guests to the church of their choice on Sunday. The camp fee will be \$35.00 per week and guests may stay for one or two weeks. In most cases, blind people come through sponsorships provided by service clubs and individuals. Those wishing to register should contact Carl Shoemaker, Beacon Lodge-Camp, for the Blind, Lewistown, Penna.

POSITION AVAILABLE: An executive director for an expanding program which includes sheltered workshop, industrial training, recreational welfare, also sale of blind made products. We now have a prevention of blindness program with a director. Applicants must have had experience in all phases of branch operation. Details concerning the position may be obtained by writing to the Erie Branch, Pennsylvania Association for the Blind, Inc., 1320 G. Daniel Baldwin Bldg., Erie, Pa., attention of Mrs. S. D. Ostrow, President.

COLLEGE TEACHER (BLIND) seeks position as teacher in a blind institution or as an administrator in an agency for the blind. Was founder of an adult blind organization and served as its director for five years. Received masters degree from Teachers College, Columbia University, majoring in the education of

the physically handicapped. Has taught courses in blind education on the college level for eight years, has traveled widely among schools and agencies for the blind, and has written extensively on various problems of the blind in many journals and papers. Prepared for immediate engagement. Apply *New Outlook for the Blind*, Box 4-D.

KINDERGARTEN AND PRIMARY Supervisor: Experienced teacher capable of taking charge of these classes in a residential school for the blind is sought. Applicants please give fullest details of experience, particularly any of an administrative nature. Write Box 5-D, *New Outlook for the Blind*.

POSITION DESIRED: Young man (blind) desires a position as rehabilitation or employment counselor, or home teacher with some agency for the blind. Will also consider teaching positions. Experienced high school teacher and worker with the blind. Applicant holds B.A. degree in social sciences and also holds a LL.B. degree. Write Box 6-D *New Outlook for the Blind*.

The Social Service department of the New York Guild for the Jewish Blind, 1880 Broadway, New York City, has an opening for a case worker. Applicant must have a master's degree from a school of social work.

POSITION OPEN FOR person capable of instituting basketry project on a commercial basis. Applicant must possess creative ability. May be sighted or with sufficient vision to distinguish colors and work with dye. Must be able to teach blind people. Submit resumé of experience in this field and salary desired to the Associated Blind, Inc., 147 West 23rd Street, New York 11, N.Y.

PRIMARY TEACHER wanted at Nebraska School for the Blind. Two years college required. Can use teacher with partial vision who can also handle braille. Write: Supt., C. A. Weddel, Nebraska School for the Blind, Nebraska City, Nebr.

31 YEAR OLD NEGRO man desires position as music instructor in school for the blind. B.S. degree in music with a teacher's certificate. Background of piano tuning and repair. Totally blind. Further details furnished on request. Write *New Outlook* Box 7-D.

BLIND OR PARTIALLY sighted man wanted to work at the Blind Art Shop. He must be capable of doing various types of chair seat weaving and be generally helpful around the shop. The owner will also consider a partnership arrangement. The Blind Art Shop has been operating for twenty-two years and caters mostly to customers in the larger income brackets. Address all communications to the Blind Art Shop, 74 Boston Post Road, Larchmont, New York, giving as much information about yourself as possible.

Some Thoughts on Evaluation Training

Ted Marcone

DURING THE FALL AND WINTER season of 1951-52, a well-educated Filipino, whose sight was seriously impaired in a Japanese prison camp, attended our training classes. He was sponsored by the United Nations, and it was part of his mission to observe and learn something of the methods and techniques used in evaluation training. The objective was to introduce a similar program in his home land. The quality of his work, the questions asked, and the acute observations he made regarding our program revealed his sincere interest in the field. Our experience with him was most stimulating.

Since a similar interest was indicated by numerous student visitors, together with the inquiries put forth by our Filipino friend, it was decided to jot down a few relevant thoughts for those entering the field.

These notes are directly related to the newly blind person and his encounter with an exploratory and pre-vocational training program and its staff. The kernel of thought which it is hoped will permeate them is that the blind trainee is an individual, and that the personality of the instructor must fit the varying moods and challenges of the client. Any phase of the work herein

touched upon can, of course, be developed into a lengthy essay.

There are a number of ideas and theories dealing with the problems of training. The advocates of a specialized or quasi-job training program and those believing in a varied or exploratory approach are not necessarily the result of opposing schools of thought. Rather they may be considered complementary to one another. The important fact to stress here is that the program does not operate in isolation. It is part and parcel of a larger complex endeavor. One may look upon training as a mid-stream operation which has close communication with both shores. Establishing the initial connection and contacts is an essential step for us and the new client. Let us call it the left shore. Here the ground work is laid, requiring all the tact, patience, and resourcefulness of the social case worker, medical worker, and the services of the psychological guidance staff. The challenge in the post-evaluation period may be regarded as operations on the right bank. Here we face the problem of employment, which is the ultimate goal of the program. After an analysis of the results of the client's training effort, plus other useful information, the employment supervisor to-

gether with the training director seeks to establish a suitable bridgehead for him. That is, a job in which he would be most likely to succeed.

Although we are not directly concerned with pre-or-post-training problems, it cannot be emphasized too strongly that they are correlated and must be highly integrated with training. The basic questions to be answered in a program of this nature are as follows: (1) does it accommodate and serve the immediate training and therapeutic needs of the individual? (2) is the client properly screened and evaluated for possible future employment?

Client's Intangible Needs

Other than the ever present economic problems, the immediate needs of the trainee are those intangible items that continue to manifest themselves, particularly during this period of change. While some adjustment may have been made prior to training, there is no specific line of demarcation between the two. The degree of need, naturally, varies and depends on the client, his experience and background. However, we may find that in essence the problems are largely those of inter-personal relationships, of restoring self-confidence, and reducing tension. To neglect these aspects, particularly during the first weeks, may add a further hurdle to his training effort.

Two interesting cases come to mind at this point.

The impact of losing his sight in the midst of a successful medical career left L.B. discouraged, depressed and despondent. He continually rejected our services for a number of years, and when at long last he did attend classes L.B. came to recognize and experience, to his delight and pleasure, the "tremendous therapeutic value" of the training period. "I should have been here

years ago," he repeated often as he conceived and created his own designs in woodwork and basketry.

In working with clients like L.B. having professional backgrounds, the thread of understanding requires a delicate, subtle imagination and approach.

In the case of B.E., during his initial evaluation period, he suffered a severe mental and emotional blow. His 8-year-old boy was accidentally but seriously scalded while being treated for cerebral palsy. There was no question but that the strain and anguish was such that he found it impossible to continue classes. The challenge became most acute. In his home visits, our case worker witnessed many trying hours. With understanding patience, tact and skill, however, the worker, in due time, prevailed on Mr. E. to return for training.

The first week proved discouraging and difficult, but continual daily contact had its beneficial effects. He spoke of his boy, the doctors, his hopes and fears, and of his past and future. We chatted and we listened with sincerity and interest. His boy was improving, and soon we observed a noticeable lessening of strain. He worked diligently, and as his true personality gradually asserted itself, it was not long before Mr. E. became a real asset to the class in every way. At the end of his training, those of us who saw him leave knew that somewhere along the way a complete transformation had taken place. A new man was before us. At present, Mr. E. operates a successful concession stand and his boy is doing well.

In determining his personality, ability, and attitudes, the line and method of approach is adapted to the trainee's overall circumstance and background. Petty, rigid rules are incompatible and have no place in the program. Patience, sincerity, and understanding, however, are keystones without which little prog-

ress can be expected. Furthermore, any approach would be handicapped if pertinent information previously brought to light by the psychological appraisal were not discussed with the psychological staff. It is most helpful to acquire, for instance, as complete a picture as possible of the client.

Individuality Preserved

Each trainee is treated not as an adolescent nor as a piece in a set mold, but as an individual. He is encouraged to feel and be part of a co-operative group wherein his personality and aptitudes may gradually find expression and use. Quite often, a judicious use of a sense of humor pays off when other means seem to fail. Not only does it fit atypical situations, but it is a most effective means of reaching and relaxing those who are initially rather tense in new environments. It should not be discounted. In this same vein it is amazing how much lift an individual trainee, with a colorful personality, can give a dull class.

J.F. is about 56 years of age, a veteran of World War I, and a former barber. Those exposed to his laughter, his humor, homespun philosophy and jolly disposition cannot but be pleasantly affected and attracted to him. He possesses the gifted faculty of easing tension and "drawing out" those who are rather shy and withdrawn. Marveling visitors immediately note that Mr. F. is certainly a morale builder.

It may be suggested at this point that the exchanges, the humor, and the interplay among the various personalities would disrupt the work schedule. This, of course, is quite possible, if allowed to run rampant and if not properly moderated nor discreetly channeled. With understanding supervision, however, the results are of inestimable value in creating a relaxed and congenial atmos-

phere. As tension is reduced and the class morale increases, better work may be expected.

In an exploratory and screening plan the nature of the program does not admit of class instruction or examinations as understood in the academic sense. When the instructor makes his rounds during each session he teaches individually, corrects mistakes, answers and asks questions, exchanges a few remarks, and notes the progress and effort of the trainee. Vital keys to continued progress and good relationships are deserved praise and constructive criticism, both of which should be given privately and at times openly. There is nothing the conscientious trainee dislikes more than to be told that his work is satisfactory when he and others know it is not. Criticism may at times be difficult to handle, but a realistic yet understanding approach is always advised. Much, of course, depends on an awareness of the individual personality as it is related to the training situation. Working with each client helps to create an atmosphere of trust and leads to a better understanding of his capabilities and potentialities. There is practically no substitute for this personal approach in teaching and evaluation.

After working at the rubber mat operation it was found that J.Z.'s quality of work and retention was average, but his rate of speed was disappointing. Therefore, he was asked to make an effort to accelerate the operation. That was it! He was never pushed by his former employer nor told what to do by his wife, and he was not going to be told at this stage how many mats he "must" complete. He was leaving!

It took measured words and a good deal of patience before Mr. Z. was convinced that it was merely a suggestion on our part and not in any way to be construed as a command. With this dif-

difficulty resolved, Mr. Z. improved his speed and we gained a better understanding of each other.

When a trainee is proficient in a particular skill, he tends to want to help others when the instructor is otherwise occupied. Within limits this desire may be encouraged, for it serves to restore self-confidence and create a sense of responsibility. A sharp distinction must be made, however, between helping someone in difficulty and doing his work for him. The latter should certainly be avoided.

The size of the classes has a distinct bearing on the quality and supervision of work. A class can operate most effectively with ten to fifteen students. An influx of a large number of new trainees on the same day may temporarily disrupt progress. Again, much depends on the ability and the extent of progress of those already in training.

Developing Skills

This particular section of training includes work in elementary leathercraft, rush seating, caning, basketry, rubber mat and toy assembly operations, packing and woodwork. In woodwork, for example, the regular carpentry tools are used, together with a hand power drill, under close supervision. In this area the men have a more advanced medium through which to demonstrate their resourcefulness and working skill. In addition, various actual job operations are tried out periodically. While teaching the trainee these diversified operations and crafts, particular note is taken of his learning ability, retention, quality and accuracy of work, and rate of speed. Basic manual skills such as large and small part dexterity, finger and hand co-ordination are developed and emphasized. Included in the screening is an effort to develop good work habits and to build up tolerance. One

of the primary aims is, of course, to establish and exploit to the fullest extent the client's manual potential. The development of these skills in particular is stressed because they may be applied and transferred to work in outside industry. It cannot be too strongly emphasized to the trainees that the particular crafts and devices used in training are essentially a means to develop the manual skills and that they are not being trained for employment in these specific areas.

The initial evaluation estimates and tentative objectives are drawn up during the first month. Weakness in any or all of the above areas usually indicates additional training with specific attention given to deficiencies. In the event that further training is required the average extension is from two to three months. The duration of the training period, however, is determined by the client's progress record and, therefore, is not fixed. As mentioned previously, an integral aim of the evaluation is to effect the trainee's social and personal adjustment.

It has been found that the client's performance record is a good criterion of his value as an immediate employment consideration or a candidate for specific training. If, however, he cannot attain the necessary standards within the allotted evaluation period, he may be given an additional trial in the Part-Time Work Center, to further develop his possible manual skills through like mediums.

Instructor's Qualifications Paramount

In translating ideas, work habits, and techniques into a workable pattern, there is no one so out of place as an instructor with a rigid personality. When present, this incongruous element is a definite handicap to the pro-

gram and may have adverse effects on the trainee. Since the clients vary in background, education, aptitudes and intelligence, it follows that a better understanding of each problem rests with the instructor who has the capacity to accommodate his thinking to most situations. Therefore, not least in a list of qualities imperative to teaching are flexibility, adaptability, resourcefulness and devotion to the work. The teacher must possess not only the technical prerequisites, but it is also necessary that he be endowed with a likeable and even disposition. The emphasis upon these traits is of paramount importance in dealing with the newly blind individual. The unhappy effect of a suppression of the client's initiative, of a superior attitude, or the assertion of authority down to the pettiest of matters cannot be measured. On the other hand, the cultivation of a relationship of trust, confidence, and respect is a basic principle. It should be

observed, in passing, that it is far better to gain rather than to demand respect. In any event, the client in due course does not hesitate to size up the instructor. It is precisely in this inevitable evaluation of the instructor that much is gained or lost. A program is dynamic and progressive in direct ratio to the inherent qualities of its staff.

In this field, as in others, improvements grow out of experience. The true value of experience, however, is measured by the capacity and ability to analyze objectively, a willing rejection or correction, and a determination to learn from this analysis.

Devoid of its many ramifications and reduced to a common denominator, the sum and substance of a training program results in a continual movement of challenges and responses to challenges. Its growth and progress depend on the quality and versatility of the response, but not without an alertness and keen awareness of the challenge.

Blind Professional Association of America

An organization of blind professional men and women has recently been formed in New York City under the name of "The Blind Professional Association of America." It is composed of college professors, lawyers, writers, lecturers, scientists, concert artists, clergymen, etc. The president of the Association is Professor Samuel J. Konefsky, a member of the political science faculty at Brooklyn College. Dr. Konefsky is the author of books on the Supreme Court of the United States and is a past Guggenheim Fellow.

The Blind Professional Association aims to acquaint the community with the fact that there are numerous blind

persons successfully engaged in the professions. Through such public education, and by other means, it will endeavor to create professional opportunities for other qualified blind people. The Association plans to issue a journal, *The Blind Professional Review*, which will serve as a medium for the interchange of ideas, methods, and experiences. Blind persons at least 25 years of age who are actively engaged in a profession are eligible for membership. Application forms as well as additional information may be secured by writing to: The Blind Professional Association of America, 923 East 27th St. New York 10, N.Y.

A Reading Program for Little Blind Children

DOROTHY L. MISBACH

FOR MANY YEARS NUMEROUS books have been written about ways of helping teachers plan excellent reading programs for children with normal vision. Book companies have prepared detailed plans for assisting teachers if their series of readers are used. But to my knowledge very little study has been made of the best ways of teaching blind children to read. In my opinion, a number of basic ideas used in teaching children with normal vision may also be used in teaching the blind child. Where special techniques are required, it would seem that further study would be desirable.

In planning a reading program for blind children, as with any children, it would seem wise to know each child first. There will surely be some information on file from the previous school year. If the children have attended the kindergarten in any school, a conference with the kindergarten teacher would be helpful. Possibly the principal and the houseparents have met the parents, had correspondence with them, and know something of the family background of each child. This will be useful information. In braille classes it should be easy to arrange for a conference with the parents sometime early in the year.

It would be advantageous to know the physical background of each child.

If a child has had many operations, or if his parents have taken him from one eye doctor to another in search of the answer they want to hear, we must take these experiences into consideration. No doubt the school doctor or family physician as well as the ophthalmologist have made out reports to the school, and this information will be of interest to the teacher. If a special hearing test has not been administered, this would be beneficial.

Know the Child

Possibly the school may not have access to the services of a psychologist; but if such services could be secured, an individual examination would be of considerable assistance in knowing the mental potentialities and emotional stability of each child.

If the school has a screening system before children enter, it is possible that all of the children in the group will need to learn braille. On the other hand, many ophthalmologists do not indicate a visual acuity for a young child when they find he is not able to co-operate. Often, the teacher's close observation of a child whose visual acuity is not stated can aid in determining whether or not a child should depend upon braille as his medium for learning to read. If a child has a visual acuity of 20/200 in the better eye after correction, has been given a diagnosis and prognosis indicating that the

vision would remain the same or that there might be hope for improvement, it might seem especially desirable to observe the child carefully before urging him to learn braille instead of print. It would be hoped that any child who has the visual ability to learn print would be given an opportunity to do so, unless there is some very good reason for having him learn braille.

Before a seeing child learns to read print, he has seen many story books at home, has enjoyed many pictures, and has been held on mother's or father's lap while they read a story which the child probably soon learned if he found it enjoyable. A child who happens to be blind has not had the same experience of enjoying braille books at home. The child who sees has carefully prepared workbooks with pictures to color, directions to follow in drawing, in putting lines under big items, in locating the pictures with something missing.

Adaptation with Imagination

A blind child has no scientifically planned arrangement for aiding him to use his fingers in beginning reading. Since very little information is to be found, it behooves us to search for materials that will serve as a similar guide to the initial step of reading. By looking through Mother Goose Books and books that are favorites with children, it is possible that portions of these might be brailled leaving one line of space above each brailled line to type or manuscript the brailled words. This would mean that anyone old enough to read print could read the story or rhyme to the visually handicapped child, and the child could have the pleasure of running his fingers over the braille if he were interested in doing this. This serves as an informal introduction of braille to the parents, the child, and his friends.

As any little one at home hears members of the family talk about certain days of the week, check to see how many days remain until Christmas, ask what day is Mother's Day, wonder which day in the week will be Sally's birthday or some similar occasion of family importance, so a blind child hears these same comments. Brailling a calendar that is double spaced for little fingers with the numbers written in print above the braille, will serve as a fine introduction to braille numbers for all members of the family. It will, no doubt, be examined frequently if placed within reach of the little fingers for whom it was intended.

Reading Readiness

During the first two or three months of school, little first graders with normal vision are using reading-readiness books to help prepare them for the beginning of formal reading. What type of materials might a blind child use for similar preparation? Anyone in quest of such material may have a wonderful time letting the imagination lead where it will. Blind children can and will play actively with many toys and much of the equipment requiring co-ordination of the large muscles. They have all used outdoor playground equipment, played with hammer and saw and probably worked down to the finer co-ordination of learning to use the scissors. If they want to use a crayon and scribble with a pencil, it no doubt should be encouraged even though that is not the medium they will use.

Working into a few more specific examples, we might consider stringing materials. Possibly large, wooden beads or spools might be used first. These may be reduced in size as the child is ready to handle smaller objects. From beads he might work into stringing large buttons on heavy cord, then re-

duce the size of each. He will learn to follow oral directions in stringing any of these materials; may follow a pattern that is placed before him; will enjoy making his own patterns. If a child is finding it difficult to use a string, long pipe cleaners serve very well for stringing beads or buttons providing the buttons have large holes.

Collecting samples of cloth varying from heavy textures, such as corduroy or toweling to finer materials, such as satin or cotton makes an excellent device for matching materials or playing games. Two separate pieces of cloth approximately two inches by six inches cut with pinking shears makes an easy size to handle. If materials are being collected, it might be simple to have larger pieces stapled on single pages that may be assembled in booklet form. From the piece on each page, a small section might easily be cut to use for identifying and matching.

For the child needing textures that are easy to distinguish, such materials as fur, samples of rugs, burlap, felt, plush, and terry cloth might be used. Felt is rather expensive, but it may be used in numerous ways. Cutting geometric forms of felt and using any mucilage that holds the forms securely in specific arrangements on cards leads to many possibilities. Such arrangements as these might be helpful: two large squares and one small triangle; two large squares and one large triangle; two large circles and one small circle. Groups of five might be used instead of three. Variations might be worked out using another texture such as silk or velvet for the one item which is different. Commercial felt cut-outs will give varieties other than geometric forms. When the child can distinguish felt forms on a piece of felt the flannel boards serve as another useful device. As a means of helping to know

how well a child is using the little vision he has, two sets of cards with the same forms and arrangement might be prepared. One set might have the one item which is a different color, while the second set would be of the same color for all forms. Sometimes this gives the teacher that little additional help she needs in knowing how much a child sees.

Another material that is helpful is plastic paint, which may be used in forming raised lines. The various beaded materials, yarn, fluff, and other substances may be glued inside the plastic paint line to give little fingers simple pictures. It is probably desirable to outline the form first with the plastic paint and later fill in solidly the substance that is to be used. Reading readiness cards using geometric figures, or very simple forms may be made in quantity using these suggestions. When the child is approaching the reading stage, he will be able to follow oral directions in using a small group of cards to identify likenesses or differences by placing a bead or button on the items as directed. In similar manner, many commercial products may be used such as peg boards, hammer and nail sets, plywood toys that are to be bolted together, wooden bolts and screws and numerous other articles.

As a teacher begins the use of print reading readiness books with the child who has vision, it might be desirable for the teacher of a blind child to scrutinize these workbooks, carefully noting why it is considered essential for the child with vision to develop certain discriminatory abilities. In like manner, questions might be raised concerning ideas which might be applicable for the blind child's use. Preparing a kit with many of the materials previously mentioned may prove beneficial. In addition to the ideas suggested, an as-

sortment of wooden beads of various colors, sizes and shapes lends itself readily for numerous uses. A similar assortment of spools and small boxes of buttons sorted according to size, color and design may be used over and over again. Long and short pipe cleaners are of value. Little wooden blocks, dowel sticks of different lengths, wooden spoons or tongue depressors give some of the variations desired. Often the obvious may be overlooked such as books, boxes, chairs, desks, pencils, slates, and other items in any classroom.

Training Other Senses

Again it might be desirable to refer to the teacher's manual of a reading readiness book for further ideas. Very little has been said in these manuals about training the other senses, but this is to be considered of utmost importance. It will be especially valuable for a blind child to learn to use his hearing to the best advantage. Many of the auditory suggestions given for children who see might in similar manner be applicable to blind children. In addition to these suggestions, it might seem important to encourage games or devices requiring the use of the other senses.

Without raising it as a question, it would seem that educators are in sufficient agreement on the use of Grade II braille for children who are learning to read, that we might assume this is the approved method.

Little children who see have incidental reading experiences early in the first grade when the teacher places attractive pictures about the room with simple names or titles under each. In legible manuscript she tacks labels to identify *door, window, desk, chair, table, clock*, and many other items. Little fingers can be taught to explore

these areas and locate braille labels. If Grade II braille is to be used for early reading, the child should see it in that form from the first introduction of a word or phrase.

When a class visits the store, sees the animals at the zoo, or has a picnic they will, no doubt, write a little story telling about their experiences. Because they have composed the story, the vocabulary will be known by them and they will be able to read it. A blind child will enjoy having a braille copy of the story at his desk or some place in the room where he can easily read it. It might be read more often and be truly enjoyed if placed on his desk or at the reading table where he can learn proper finger movement at the same time. Many children with guidance will probably soon notice words that look alike and will become aware of beginnings and endings of words that are alike. Punctuation marks will probably be noticed and discussed. After having a number of these experience stories, if the child has access to little preprimers in braille, he will probably indicate an interest in their content.

Attractive Books Might Stimulate

Since blind children may have little or no visual stimulation, it would seem desirable to encourage reading by having attractive braille books. It is my belief that braille books would be of greater interest to children if they had bright colored covers of differing textures and if the sizes and shapes were different. Tall, thin books for nursery rhymes with short lines; short, fat books for the first preprimer; long, fat books for some of the other preprimers would lend a little variety. Again, as children who see are often encouraged to read many preprimers before beginning more difficult material, it might be de-

sirable to select one basic series to use for formal reading, but to surround the children with other books that come within the reading level of each. This, no doubt, will mean having material available from the very easiest preprimers through first grade books, for some precocious children need the added stimulation of more difficult material.

It seems probable that most children will need encouragement and teacher-help through carefully planned reading periods and some short drill periods. Probably many of the suggestions given in teachers' manuals may be applied to braille in whole or in part. The use of phrase cards and words might prove helpful for the child who is learning reading rather slowly. It has been considered desirable to omit every other braille line in the books for young readers, thus giving little fingers the added space for returning to the beginning of a new line. Possibly this would be worthy of further scientific study. I believe interpoint has not been used in the first preprimers. Maybe we have no good reason for delaying this.

Whether one teaches phonics and ear training as a formal subject seems to be considered all-essential at one time and later is thought taboo. I am in favor of some form of phonics for children who see, and feel it is of added importance for the visually handicapped child.

Keep Child at Level of Own Ability

The early stages of reading seem to present a few additional problems for the teacher of a blind child, hence I have devoted most of my thought to suggestions for the very young child. Once a child has sufficient vocabulary to read little books for the pure joy of reading, he would seem to be well on

the road to success. From that point it would seem that the outstanding authorities in reading techniques should be a source of constant help. Perhaps the one major point to keep in mind is having the child reading at his level of ability. This reading level might bring the greatest feeling of success if applied for all the subjects—not just reading.

Working with children is helping to guide the thinking of tomorrow's citizens. Teaching a child to read is one little portion of this guidance, but one that should be accepted as a real challenge.

More AAWB Life Memberships

Ten persons now hold life memberships in the American Association of Workers for the Blind. The three previously announced are Philip N. Harrison, M. I. Tynan, Colonel E. A. Baker, M.C., O.B.E.

The seven new life members are: Dr. Newel Perry, founder of the California Council of the Blind, who retired last December; J. Robert Atkinson, founder, vice president and managing director of the Braille Institute of America; Francis J. Cummings, Ph.D., Executive Secretary Delaware Commission for the Blind; Joseph F. Clunk, Managing Director, Philadelphia Branch of the Pennsylvania Association for the Blind; Marie A. Busch, Supervising Home Teacher, Bureau for the Blind, Missouri; Mrs. Kathryn C. Barkhausen, Director, Service for the Blind, Colorado; Reginal Taylor, Chairman, Texas Commission for the Blind.

Life memberships in the Association can be applied for by addressing Alfred Allen, Secretary-General, 15 West 16th St., New York 11, N.Y. A fee of \$100 should accompany the application.

Cuba Inaugurates Rehabilitation

IT WAS IN SEPTEMBER of last year that Sr. Emilio Marill, president of the Lions Club of Havana, came to this country to seek assistance in organizing a rehabilitation program for the blind people of Cuba.

For years the Club had actively assisted the Fundacion Cultural para Ciegos "Varona Suarez" in its educational program for blind children in the primary grades, but now the government of Cuba had accepted full responsibility for the education of the blind. But the plight of the adult blind, even those graduating from school, was precarious. The children learned braille, bookbinding, typing, sewing

and other crafts, but there was nothing for the graduates to do when they completed the school courses. There was no alternative but to remain at the school under custodial care, or go to another one of two homes for the blind adults where no work was available to earn a living or to pass the long hours. Because of prejudice, superstition and lack of interest, few were ever able to return to their own homes to take up their life as members of the family group.

Real Needs Still Unmet

The Lions felt that something should be done about this. Since Cuba has no public assistance law to provide finan-



Milton T. Freburger (second from left) Assistant Manager of the Maryland Workshop for the Blind, Baltimore, lunches with the Havana Lions Club during his survey of work for the blind in Cuba. Lions are, (left to right) Dr. Lincoln S. Mendez, Vice-President; Rolanda Torricella, President of the National Home for the Blind; Dr. Emilio Marill, club President; Dr. Estaban Alfonso Zalba, Secretary; and Dr. Martin Leunda and Miguel A. Barreneche, National Home Board members.

cial aid to blind persons in their own homes, a home for the blind was decided upon. With governmental assistance a building for this purpose was completed in 1953. But by this time the Directors of the new institution, all Lions, decided that another custodial home was not the answer to the problems of the adult blind. What was really necessary was a complete rehabilitation program, and this was what brought Sr. Marill here. He went to the American Foundation for Overseas Blind to request that an expert study the situation "on the spot" and make recommendations to the Board of Directors as to how this rehabilitation program could be brought into being.

As a result of this request, Milton T. Freburger, Assistant Manager, Maryland Workshop for the Blind, went to Havana in December, 1953. He completed his study and returned to the United States about a month later.

Members of the Lions Club gave generously of their time in assisting Mr. Freburger and enlisting the cooperation of influential citizens, potential employers, and industrial executives. Traditional public attitudes about blind people did not go much beyond thinking of them in terms of beggars, and there was little or no idea of their potentialities as a good labor supply. Cuban industry is developing and a well-trained labor supply is essential in order to compete in world markets. Employers and industrialists revealed a genuine interest in a rehabilitation service that would augment the labor supply. Hand labor plays a large part in many small manufactures in Cuba.

As far as is known, no census of the blind has ever been taken in Cuba. Because health and sanitary conditions have improved on the island only in recent years, it seems reasonable to be-



National Home for the Blind, Havana

lieve that the incidence of blindness is not smaller than that in the United States. There also is no uniform definition of blindness, which makes any estimate extremely unreliable. However, on the basis of the definition used in the United States, it seems apparent that the number of blind persons exceeds 12,000. At the time of the survey 28 males and 31 females were immediately available for vocational training and employment.

Prior to the survey, the *Comite Pro Biblioteca e Imprenta para Ciegos* (Committee for the Library and Publishing for the Blind) also a Lions Club project, became interested in providing more braille reading material. Most of the braille books available in Cuba are transcribed and bound by hand. Only single copies are made, which permits no circulation of books for blind readers outside the Varona Saurez, where the work is done. At the personal expense of Sr. Enrique Berenguer, chairman of the committee, a well qualified young woman was sent to the American Printing House for the Blind in Louisville, Ky., for training in braille publishing. Sr. Berenguer also bought the most necessary equipment for the establishment of a small printing plant. As a braille circulating library is developed it will be housed in the new building above referred to. The *Comite* is now a part of the Board of Directors which conducts the affairs

of the Industrial Home. Since all school books are also brailled by hand by the teachers and volunteer transcribers, the first task of this new plant is the publishing of class room text books for use in the school. As soon as possible, novels and other literature of interest to adult blind readers will be made available.

Economy Provides for Development of Many Skills

From information made available through a study of 186 blind persons including those adults now living at Varona Suarez, it was found that most of these people had little or no experience in factory work. Even though a few were industrially employed before becoming blind, their skills were probably lost because of inactivity. Other adults who became blind before they entered the labor market had only limited experience and/or training, if any. Because of this, it was found advisable to recommend that pre-employment training be started immediately at the Varona Suarez under the supervision of the Board of the Home. In this way persons would be prepared for transfer to the industrial department of the Home, where vocational training will be made available immediately either through the work available there or in co-operation with three excellent vocational schools for the sighted.

Except in a few instances, it is doubtful if there will be an immediate opportunity for industrial placement in normal industry for blind persons until the industrial department of the Home is well established. Through a well operated sheltered workshop, it can be graphically demonstrated to employers that blind persons can work in competitive industry. Therefore plans are under way to set up the workshop in such a manner that such a demonstra-

tion will be possible. Cuban industry is ideally suited for the development of sub-contract work in a sheltered workshop, because such a large proportion of operations are manually done. It was therefore recommended that sub-contract work be developed first.

The manufacture of new goods will be the next step in the growing program. Here there are possibilities for basket making, a craft taught at Varona Suarez. Baskets of all kinds are used extensively in Cuba, and all are hand made. The sugar industry offers many opportunities for blind workers in the manufacture of bags, which at present are imported. It was found that the number of products which can be manufactured under sheltered conditions is large and only the imagination and ingenuity of the manager are required to develop the resources available.

The Varona Suarez has operated three small stores in connection with the school for several years. One store sells books and school supplies, mostly to the students of a nearby normal school. The second store handles a small line of dry goods and the third is a combined bar and grocery store. This type of business enterprise can be made a profitable venture through better business practices and selection of blind sales persons who can benefit from training.

Complete Service Program Envisaged

Even though a major function of El Hogar Nacional de Ciegos will be that of providing remunerative employment, the Board of Directors also recognizes the fact that other services will be necessary so that blind persons can avail themselves fully of this opportunity. Therefore, arrangements are already made for general medical and special

eye examinations, the restoration of vision where possible, psychological testing, and vocational counseling. For several years there has been a limited program of home teaching. Now, the Minister of Education is interested in expanding this service, using the facilities of the Home as headquarters. The service is to include not only the teaching of braille but also handicrafts, personal adjustment, and preparation for employment in the Home.

For many years the Lions and their wives have held a yearly carnival at Christmas time providing entertainment for blind children and adults. Now with the development of the new over-all rehabilitation service a constructive, year-round recreation program is under consideration. It is to be a special project of the Lions Auxiliary.

Those of us living in the United States take many of these services for granted but for the blind people of Cuba, they mean their first opportunity for a normal life. Cuba has taken a big step in developing a constructive, far-reaching rehabilitation program for its blind citizens. The government is interested to the extent that it is providing personnel as well as substantial financial assistance for the undertaking. The wife of President Fulgencio Batista is the patroness, and the President himself has shown a personal interest. The

early days will not be easy but through careful planning and with a sincere desire to do a worthwhile job, progress will be made. Mr. Freburger sums up his feeling about the project as follows: "Because the Havana Lions Club was quick to recognize the amazing potentialities of the blind, Cuba is destined to become one of the few nations with a complete rehabilitation program, a leader in the field, and a stirring example to nations all over the world. This project will succeed because it offers hope, where before there was only frustration, because it has treated a desperate problem in a constructive, intelligent manner. It cannot fail."

Editor's note: The foregoing account was compiled by AFOB consultants from data in their files, including those of Mr. Milton T. Freburger.

Correction

In the February issue of the *New Outlook* an error in naming the officers of the American Foundation for Overseas Blind occurred. The correct list follows:

William Ziegler, Jr., President
Richard H. Migel, Vice-President
Jansen Noyes, Jr., Vice-President
Max Shoop, Vice-President
Eustace Seligman, Secretary
Alexander M. Laughlin, Treasurer.

The A.A.I.B. 1954 Meeting

IN BOTH THE CLIMATIC AND EMOTIONAL realm the heat generated at the Batavia convention of the American Association of Instructors of the Blind came only after the meetings were well along into the home stretch. It is hard to use superlatives about any convention because of the varying viewpoints of the participants but without quibble it could certainly be said that this biennial (42nd) meeting of the teachers of the blind was a purposeful, orderly and pleasant gathering of nearly 400 earnest people who are banded together to give the best possible education to blind youth.

Note was taken at several meetings of the fact that this was the meeting to celebrate the centennial of organized work for the blind, for the first meeting of educators was held in New York City in 1853. Then, it was a meeting of superintendents only, but now the teachers were in the majority and discussion has changed from large objectives and ideals down to day-to-day problems. Another change has been in the physical plants which house the schools for the blind, the new building at Batavia being not only ideal for the convention but functional, well-lighted, and excellently equipped. This perfect building together with continually cool weather and the hospitality of Eber L. Palmer and his staff provided a backdrop for serious accomplishment in the meetings and workshops.

Opening on Sunday, June 27th, with the usual welcoming and keynote speeches and with the knowledge of workshop procedures gained at Louisville, some fifteen shop sections covering everything from "Harmony" to "Housemothers" got down to work on Monday morning. The predominance

of the young blind pupil in our schools was shown by the interest in the sessions of the pre-school, kindergarten, and primary workshops in which nearly 20 per cent of the delegates registered. A large number of superintendents met regularly and the new workshops of "Tuning" and "Houseparents" drew fair numbers.

Standing Committees Report

Each of the six workshop sessions was preceded by pithy talks or reports on matters of general interest. The report on retrolental fibroplasia was reasonably optimistic as to the possibility of conquering this presently major cause of blindness. Reports of the standing committees were interesting, notable being that of the membership committee which indicated an enrollment of 800 members representing a percentage of one member-teacher to each five blind pupils in the United States.

Other reports indicated that teacher certification by the AAIB was continuing at a moderate pace; that the "Deaf-Blind" Committee was making real progress toward co-ordinating the work for this group nationally; that the watch-dogs of the legislation committee keep in close touch with Congress; that regional workshops are being most helpful for special subjects and groups; and finally that the magazine committee (such a committee was first formed 100 years ago) has made recommendations which it is hoped the Board of Directors will soon act upon.

Policy Committee Report

It was the report of the Policy Committee, however, that brought an unexpected degree of heat to the meeting



Front left to right: Miss Lois Cox; John C. Lysen, President; Mrs. Marion Grew; Middle Row: J. Kerr; L. J. Chard, Secretary-Treasurer; J. W. Wooley; Rear: Donald W. Overbeay, 2nd Vice-president; Robert H. Thompson, 1st Vice-president.

when the chairman (Robert H. Thompson) read the first section of the still uncompleted final policy statement of the Association. (The report was prefaced by an open letter from the committee which gave the reasons for a need of well-defined policies, more especially, the letter said, because of certain statements on educational policies published by another organization.) The seven points dealing with the educational needs of the blind child sketched the place of the residential school in the total picture, asserting that the Association stood for the school provisions that made for the best growth of the mind of the child. This might, it said, be the nursery day school for the pre-school child, while quite probably the residential school would be suitable for kindergarten and primary pupil. In many cases, the report

said, the public school would be good for the secondary pupil or (even better) a combination of the public high school, with the residential school used as a base for operations. This report, like the others, was adopted by a large majority, with the understanding that the policy statement would be printed with the proceedings. A later objection by a vocal minority brought from the incoming president a statement that the new board had decided to withhold the report for possible rephrasing.

Workshops

The second and third days of the convention were days of workshop discussions and the writing of reports and recommendations of these groups. Wednesday afternoon was reserved for a trip to Niagara Falls including a

short visit to Canada for more than 200 participants.

General sessions featured reports by the new department of educational research at the American Printing House for the Blind; a review of psychological testing by the hardy perennial, Samuel P. Hayes, who was loudly applauded for the contributions he has made in nearly 40 years' work with the blind. The present status of uniform braille was outlined and presented in printed form; the superintendent of the American Printing House for the Blind told of budgetary problems due to the rising population of young blind; and the executive director of the American Foundation for the Blind outlined the present plans and purposes of his organization as related to educators, defending his policies and personnel, and pleading for more mutual co-operation.

New Officers and Board

The final business meeting was not, as so often happens, well attended but those present gave good attention to the reports and resolutions and especially to the pithy condensations of the workshop meetings. At this session, President Neal F. Quimby brought to a close a term of accomplishment and turned the meeting and the Association over to the newly elected officers and board who are as follows:

President—John C. Lysen, Minnesota

First Vice-President—Robert H.

Thompson, Missouri

Second Vice-President—Donald W.

Overbeay, Iowa

Sec. Treasurer—Joseph J. Kerr,

Penna.

Board of Directors

J. W. Woolly, Arkansas

Lois Cox, South Carolina

Nannie E. Poston, Louisiana

Leo J. Chard, Michigan

Marion H. Grew, Washington

In sum, this convention was much like many others, but in accomplishment it seemed to reach a peak as on all sides were heard praise for the workshop method with the opportunity afforded to each and every member to tell, for the benefit of others, "how we do it." The officers and committee are to be congratulated in having provided such a pleasant path for teacher education.—*Nelson Coon.*

The following agencies have been awarded the AAWB Seal of Good Practice since our last report:

Cincinnati Association for the Blind

Alabama Institute for the Deaf and Blind—Adult Blind department

New York Guild for the Jewish Blind

Pennsylvania Association for the Blind, Harrisburg

The Seeing Eye, Morristown, New Jersey

Canadian National Institute for the Blind, Toronto

Blair-Centre Branch, Pennsylvania Association for the Blind, Altoona.

Stetson K. Ryan:

An Appreciation

DOROTHEA SIMPSON

STETSON K. RYAN ONCE MET the suggestion that he write his autobiography with a look. It was a kindly and expressive look and meant, probably, that Mr. Ryan will never reach the point of dwelling on himself long enough to write exclusively on that topic. Yet the autobiography of Mr. Ryan would be in large part a history of the Connecticut Board of Education of the Blind, which he served as executive secretary for thirty-six years. How profitable would be an account of Mr. Ryan's early and late days in work with the blind, written in his own disciplined style and illuminated by the observations of years of experience! However, although this imaginary piece of writing is not available, it is possible to derive enough information from the annals of the Board to follow the progress of Mr. Ryan's efforts from May 1, 1918, when he began his term as executive secretary of the Board to July 1, 1954 when he retired.

A National Leader

Mr. Ryan's achievement in work with the blind at a national level are well known to readers of the *New Outlook*. He was secretary of the Eastern Conference of Home Teachers from 1927 to 1944, and secretary-general of the American Association of Workers for the Blind from 1929 to 1939. He has been a trustee of the American Founda-

tion for the Blind since 1934 and a trustee of the American Foundation for Overseas Blind since 1945. In 1949 he received the Migel Medal and in 1954 the Shotwell Award.

In June 1953 he was given an honorary master's degree from Wesleyan University, his alma mater, in recognition of his contribution to society.

In a letter written in April 1951, not many months before his death, Dr. Robert Irwin, former executive director of the AFB, says of him, "The Connecticut Board of Education of the Blind is an expression of Mr. Ryan's life of devotion to the sightless. Its policies represent the convictions of a thoughtful man of high integrity, broad vision and deep interest in blind people as aspiring human beings, struggling to live a normal life in a world where sight at every turn is presupposed. He not only has a deep understanding of the needs of blind people but he has an unflagging determination to meet these needs wherever possible. With it all, he has endeavored to help blind people in a way which would not stultify their ambitions, but would rather stimulate each man and woman, boy and girl, to make the most of his innate capacity and his environment. Simplicity and sound common sense have marked every part of his work."

In order to understand the signifi-

cance of Mr. Ryan's achievements it is necessary to have a brief account of the early years of the Board and a short history of the man who made it an outstanding agency for the blind. The Connecticut Board of Education of the Blind, which is the oldest state commission for the blind in the country, was created by legislative enactment in 1893, chiefly as the result of the efforts of a Hartford woman, Mrs. Emily Welles Foster.

Mrs. Foster became interested in the blind while doing charitable work for a church organization. One day while on an errand of mercy she stumbled over a small blind child in a tenement hallway. Eventually she succeeded in taking this child into her home and training him so that he grew up to be self-supporting. Later Mrs. Foster took in other blind children to train and educate, and from her recognition that the blind could be helped to lead useful lives came the legislation that resulted in the establishment of the Connecticut Board of Education of the Blind.

Schools Established

Previously Connecticut had sent its educable young people of school age to Perkins Institution in Massachusetts. With the establishment of the Board came three training centers for the blind: the school department in Hartford; the trades department in Wethersfield; and the nursery in Farmington. Wethersfield and Farmington are suburbs of Hartford and thus the work was centered in one area in central Connecticut. Since the school department did not include all the high school grades, those pupils who wished further academic education went to Perkins. The Board's chief function was an educational one. The blind were sent from their home towns to the in-

stitution from which they would benefit most, and when trained or educated returned to their local communities to work out their destinies.

The first executive secretary was Mr. Frank Cleavland, a blind lawyer whom Mrs. Foster succeeded in interesting in the work. He served from 1893 until 1902 when he resigned to found the Columbia Polytechnic Institute for the Blind in Washington, D.C. Mr. John Rusher, the second secretary, was also a lawyer. He resigned in 1918.

"Unploughed Fields"

When Mr. Ryan took over the work on May 1, 1918 he had, to start him on his career, a small office in the state capitol, a desk, a chair, a stenographer, an incomplete census of the blind, the meager records of the Board and his own experience and capabilities. He had not sought the appointment as executive secretary, but having had some contact with blind people had accepted it when it was offered him. He went to work at once in unploughed fields. But first he had to find the fields.

Stetson Kilbourne Ryan was born in Middletown, Connecticut, on October 13, 1880. He attended Wesleyan, a small Methodist college in Middletown, where he played football and was a member of Chi Psi fraternity. After graduation he went to work on the *Middletown Tribune* as a reporter and two years later he became state editor of the *Hartford Courant*. The *Courant* is a morning paper, and having free time during the day he volunteered his services to the Hartford Charity Organization Society, now the Family Service Society of Hartford. In 1908 he became assistant director of that agency. Dr. David Green, the director, had had some training in the Baltimore Charity Organization Society of which Mary Richmond was then the executive,

while he was a graduate student at Johns Hopkins. It was during the period when Mary Richmond was developing the principles that so profoundly influenced the profession of social case work, and these precepts Dr. Green brought to the Hartford Charity Organization Society. Even in his later years, still training new workers for the Board, Mr. Ryan would recall the lessons in social work practice that he learned from Dr. Green. He tells of a call that he made on a family of gentlewomen who had fallen on evil days and had to seek relief. Keenly observant and with a lively imagination, the young worker took in every detail, then went back to report with enthusiasm to his supervisor. "Very interesting," commented Dr. Green. "But what did you do about it?"

Dr. Green developed several new programs in the Hartford Charity Organization Society, and thus when Mr. Ryan came to the Board he was fresh from an atmosphere in which the pioneer spirit prevailed. He began at once to call on the blind people of the state, to listen to their stories, and to become aware of their needs. He then proceeded to organize services to meet these needs. Alert to the trends and currents of work with the blind in the United States and Europe, he began to adapt new practices to serve the people of Connecticut.

Long Range Perspective

By 1921 he had pretty well charted the course that the agency was to take through the ensuing period of his administration. Some of the services that he outlined in the early days were not developed until many years had passed but had to wait until the time was ripe and funds available. As Mary Richmond says, it is the long view that counts in social work. In those days

following the first world war, the new executive secretary of the Board looked very far ahead indeed.

By 1921 the Board had two home teachers, one a man and the other a woman. Mr. Ryan has always regarded home teaching as the heart of work with the blind. He has an intimate acquaintance with pot-holders, dish-towels, and baskets, since these articles passed over his desk in the early days. Much concerned with the enforced dependence and idleness of the adult blind who were too old or too physically incapable to undertake training in a trade, Mr. Ryan put a great deal of effort into expanding the home teaching service which was to "lighten the hours that hang like a pall." Through the home teachers he kept in close touch with the pupils' progress and continued to do so until the time of his retirement. By that time there were seven home teachers and many hundreds of pupils. The total number of blind people served by the Board in 1953-54 was 2200 and the total number of employees that year was 50.

"The Road is Very Poor"

In an early home teaching report we read, "Mr. ——— lives five miles from the trolley line and the road is very poor." Between 1918 and 1921 Mr. Ryan himself did whatever field work was done. Doubtless the road was often very poor. He traveled many miles by train, trolley, bus and shank's mare. Apparently he set few limits on the amount of time and energy to be expended on a task and recalls that he once got home from work at three o'clock in the morning. Lincoln said, when asked how long a man's legs should be, that they should be long enough to reach the ground. To Mr. Ryan, any task took as long as it required. In those early days he made

placements in industry, exercising great care that only the most capable blind people found factory employment. He called on children who were candidates for the nursery and the school, disbursed relief, outlined legislation, raised funds to further the college education of gifted young people, sought out new cases of blindness reported in the papers and did a multitude of other things. He accomplished a vast amount of "friendly visiting," and some of the people whom he began to know in the early 1920s were still receiving calls from him at the time of his retirement.

Using the methods he had learned at the Hartford Charity Organization Society and his natural common sense, Mr. Ryan soon made the Board a social agency set up to meet the needs of blind people with a constantly expanding program of services. Because of his early training, he knew how to disburse relief, and although the Board has never been a relief agency, some of its funds were used for that purpose. He abhorred the idea of pauperizing the blind through pensions and made every effort to help the blind in helping themselves economically. Because he sought appropriations of funds in a realistic way and handled the public monies carefully, he was usually able to obtain what he asked for from the state legislature. As a result of Mr. Ryan's vision in regard to services needed by the blind, and the availability of funds to establish these services, Connecticut has been "first" more than once.

Marks of the Skilled Worker

Mr. Ryan says that the early days when he called on blind people in their homes all over the state were the most rewarding work for him. As a result of his inherent qualities and long years of practice, he is master of sustained,

meaningful relationship. He knows how to elicit the intimate response, seemingly without effort, and his understanding is sometimes intuitive to a high degree. There are many people who have received his services for years without thinking of him as anything but their friend. Some simple people, if they put their feelings into words, might say of him, "After I talked with him things seemed different and suddenly I knew what I should do." Such individuals do not realize that they have been helped by a highly skilled worker who never ceases to be a professional, no matter how easy the relationship may be. They know he has given them something, even though they cannot name it, and they are aware of the surge of positive feeling that comes to them after they have talked with him and which carries them along to a new course of action. Because of his deep understanding of the human heart, Mr. Ryan is able to help those whose life experiences have been very different from his own. His sympathy for those who have not succeeded in what they have undertaken has been very great, and he has helped many to move forward in new directions. He is able to help those who think they do not need any help, but who find in the freedom and richness of the relationship with him a valuable experience.

Mr. Ryan retired officially from the Board on July 1, 1954. However, retirement is not a condition easily associated with a man whose whole way of life has been a helping way. Although retired, he continues. What he has done is the result of what he is, and his influence is something which cannot be retired.

It is easy enough to write about what Mr. Ryan accomplished, but to put on paper his essential quality is a task so difficult that it is perhaps better

left undone. Those in work with the blind who know him know what he is like. Those who do not have missed something. The one person who understands the thoughts, feelings and experiences that have formed the character and personality of Stetson K. Ryan is the man who offered his services to the Charity Organization Society and later went by foot down rough roads to seek out blind people; and who was

able, when he found them, to see what *they* were really like.

In a statement prepared for his fiftieth reunion at Wesleyan in June 1954 Mr. Ryan wrote, "For fifty years or more I have been conscious of a Guiding Hand, but I have never seen it." This short but complete sentence is probably as much of an autobiography as will ever come from Stetson K. Ryan. Let it suffice.

A Better Future for LATIN AMERICAN BLIND

SAO PAULO, BRAZIL, was the scene of the first Pan-American Conference on the Welfare of the Blind and the Prevention of Blindness, June 11-17, 1954. Here delegates from Bolivia, Brazil, Chile, Columbia, Costa Rica, Ecuador, Mexico, Panama, Peru, United States, Uruguay and Venezuela met to study common problems as they related to the welfare of their blind citizens. After seven days of concentrated deliberations, resolutions were adopted which should have a far-reaching affect on the future development of services to the 400,000 blind people living in Latin America.

The Fundacao Para o Livro do Cego no Brasil (Foundation for Books for the Blind of Brazil) located in Sao Paulo, became interested in calling such a conference as a result of the inspiring visit of Miss Helen Keller in 1952. Also, since this is the four hundredth anniversary of the founding of Sao Paulo, many international conferences are being held there to celebrate the anniversary. As the Pan-American Associa-

tion of Ophthalmology was also planning a conference of its members in Sao Paulo, the newly organized Committee for the Welfare of the Blind of this Association felt that a joint conference with workers for the blind would be of value, and readily agreed to be one of the sponsors. When the American Foundation for Overseas Blind was approached for assistance in organizing such a meeting, there was no hesitation in its decision to become the third sponsor, for its primary purpose, expanding the field of opportunity for all blind persons, could thus be stimulated in Latin America.

Twelve Countries Represented

Invitations were sent to representatives of the twenty-one countries of the Pan-American Union. Twelve countries were able to accept the invitations and send official delegates. Brazil, Costa Rica and Chile supplemented their delegations by sending official observers.

Excellent local arrangements were

made by a special committee of professional workers for the blind and interested citizens in Sao Paulo. All meetings were held at the Esplanada Hotel. Through the co-operation of the University of Sao Paulo amplification facilities and a form of instantaneous translation were installed. The official conference languages were Portuguese, Spanish and English, and language differences were overcome by the hard and exacting work of three interpreters.

Since Sao Paulo is a beautiful, modern city and of historical interest, the local committee made every effort to provide the delegates with ample opportunity to get a feeling for this vital, fast-growing metropolis.

World Council Agenda Duplicated

Due to the fact that the World Council for the Welfare of the Blind was having its conference this year in Paris and few persons from Latin American countries would be able to attend, the planned agenda was identical with that of the World Conference.

In this way it would be possible to give Latin American countries an opportunity to express their views on the various subjects under discussion. Each day as the official delegates, official observers and other interested persons sat around the horseshoe-shaped conference table, such vital problems were discussed as the need for a definition of blindness; the education of blind children and adults; the education of the partially seeing; the prevention of blindness; the vocational rehabilitation of the adult blind; financial assistance to the needy blind; the unification of Spanish and Portuguese braille; and the development of technical devices for use by the blind. Formal papers were presented at each meeting but the

strength and real value of the conference lay in the active discussions participated in by all delegates and official observers present. Out of these discussions came the resolutions which reflect the needs and problems faced by the blind in Latin America.

Blindness Defined

As far as is known, this was the first time at an international gathering of workers for the blind that a definitive recommendation was prepared covering the universal acceptance of a definition of blindness.

The Conference unanimously declared that all persons whose visual acuity is 10/200 or less in the better eye with correction or whose visual field subtends an angle not exceeding 20 degrees in any quadrant, shall be recognized as blind. It was recognized, however, that many persons with superior vision continue to be severely handicapped and that whenever possible, governments should agree to broaden the definition to include persons whose vision does not exceed 20/200 in the better eye with correction.

Every Latin American country except Paraguay has some facilities for the education of blind children. Even though there are government schools, facilities are limited and therefore private schools are responsible for the major educational services available. In such countries as Brazil and Chile a beginning has been made to educate a few blind students along with the sighted. After a forthright discussion of the many problems presented, two resolutions were adopted relating to the education of the blind.

A resolution was unanimously adopted which called attention of all governments to the formal actions of the International Conference of Educators of Blind Youth held in Bussum,



Left to right: Dr. Jose Quiros, Mexico; Clara Langerhans, U.S.; Mrs. Janet Blair, Mexico; Manuel Hernandez, Puerto Rico; Mr. Craft, chief interpreter, and two assistants.

Holland, in 1952. The present conference further recommended that legislation be enacted in each country to implement the Bussum resolutions where such legislation is not already in force.

Special Education Methods

A resolution was passed which recognizes the necessity for a specialized type of instruction for children with partial vision. Such children should be educated in schools for the blind where special provisions are made for them, or in separate institutions. It recommended the utilization of large print books, magnifiers, special lighting and other technical devices.

The American Foundation for Overseas Blind was requested to make available to all countries of the region clear recommendations for the operation of services for the education of blind chil-

dren including curricula. Such recommendations should be amenable to some modification to meet specific local requirements. As an additional service, the Foundation was requested and agreed to translate the Bussum Conference Resolutions into Spanish and Portuguese for distribution throughout the region.

Need for Braille Standardization

Before 1951, Spanish and Portuguese Braille contractions differed in each Spanish and Portuguese speaking country. Also some countries used no contractions whatsoever, therefore making the production of braille literature cumbersome and more expensive than necessary. Because of the lack of conformity in the use of contractions when used, the interchange of braille literature between countries was virtually

impossible. In 1951 a Regional Conference on Spanish and Portuguese braille was called in Montevideo so that a discussion could be had on the practicability of the recommended system. The discussions revealed that further study of the system was required.

It was agreed that the World Braille Council be requested to convene a meeting of a fully representative committee to review the Montevideo findings and study other related matters not discussed at the previous meeting. Because of the strong similarity between the Spanish and Portuguese languages, one of the main purposes of such a meeting should be the development of greater uniformity in contractions used by both languages.

Rehabilitation Programs

A governmental system for the vocational rehabilitation of blind adults is almost non-existent in Latin America. Experimental work in the placement of the blind in normal industry is being carried on with limited facilities in some countries. But no organized plans nor adequate financing of such programs is in effect anywhere. It was therefore agreed that each government should be encouraged and stimulated to institute effective vocational rehabilitation programs either as a purely governmental function or in co-operation with existing local private organizations and institutions.

Aid to the Blind

Except for limited facilities for institutional care available to the physically handicapped and the generosity of private citizens, no financial assistance is available to needy blind persons living in their own homes or with relatives in any Latin American country. Even though there are broad social security laws in most countries, financial assist-

ance for the most part is available only to those persons who were actively employed in a remunerative occupation before blindness or who are relatives of such employed persons.

The need of unemployed and aging blind people for financial assistance was recognized through the adoption of a resolution urging all governments to grant economic aid to the needy blind including medical aid and services for the restoration of vision, when possible. Financial assistance should also be rendered by the government to voluntary agencies and institutions working on behalf of the blind.

It was recognized that at the present time the economic and industrial conditions in most Latin American countries are such that the development and manufacture of special appliances for the education and rehabilitation of the blind would not be feasible.

Currency inflation and import regulation has made it extremely difficult to import such appliances. Braille writers, slates, embossed maps and other educational appliances are limited in supply in all institutions. In order that such necessities may be imported more easily and a greater supply made available to the blind at a reasonable cost, it was resolved by the conference that the attention of all governments be drawn to the 1950 UNESCO Convention on the Importation of Educational, Scientific and Cultural Materials.

By the signing of this international agreement certain tariff and trade restrictions can be removed and currency can be made available for the purchase of such equipment. To date only Cuba and Salvador apply this agreement in Latin America. The Dominican Republic, Ecuador, Guatemala and Haiti have signed the agreement but the Convention has not been ratified.

Along with this Agreement on the

Importation of Educational, Scientific and Cultural Materials is another agreement on postal concessions which would permit the free mailing of books for the blind abroad. To date there is no such concession made in any Latin American country. It was the decision of the Conference that governments be persuaded to sign this agreement set up under the Universal Postal Convention.

Regional Centers Recommended

Except for Brazil, Mexico, Argentina and Columbia, the total population in other Pan-American countries is no larger and in many cases smaller than that of New York City. The discussions during the conference brought out that all of Latin America has many common problems, many of which might be met through the operation of regional projects. This principle was given considerable cognizance at the Montevideo Conference where it was recommended that braille publishing could be most effectively done in regional centers. The conference endorsed this plan and also recommended that regional centers be established for the training of teachers of the blind, the education of blind children with additional handicaps such as deafness, and other such projects as would lend themselves to regional planning.

Special legislation for the specific benefit of blind individuals is practically non-existent in South America and the islands of the Carribean. Because there is no special one-fare concession on railroads and other means of transportation, it has often proved impossible for blind individuals, unable to travel without sighted assistance, to visit their families and home communities during vacation periods while they are receiving training in an educational

institution. Therefore the Conference recommended that all governmental and private transportation companies be approached with a plan to accept blind travelers, accompanied by sighted escorts or guide dogs, for the payment of one fare for national and international travel. Since major travel in South America is by air this fare concession is to be sought for air travel as well as on railroads and busses.

First Guide Dog

When one of the official observers arrived in Brazil with a guide dog, the first ever seen in Sao Paulo, much attention of the conference was drawn to the fact that some difficulty was encountered in bringing the dog into the country and permitting its use in public places such as restaurants. This incident received much attention from the press, radio and television. As a result of this experience a resolution was adopted which calls for legislation which would permit guide dogs to accompany their blind masters or mistresses on all forms of public transportation, in restaurants, theatres and other public places.

Fruits of Miss Keller's Visit

All members of the conference were convinced that the visit of Miss Helen Keller in South and Central America in 1953 had been extremely effective in stimulating people toward a desire and a willingness to provide services for the blind and other physically handicapped persons. In recognition of this outstanding service the conference, by acclamation, nominated Miss Keller as their candidate for the Nobel Peace Prize and requested the president of the conference to inform the Nobel Committee in Oslo, Norway, of this decision. A congratulatory telegram was sent to Miss Keller to mark the 50th

anniversary of her graduation from college and the celebration of her 74th birthday.

Perhaps one of the outstanding results of the conference and one that will have the most immediate affect on the future development of services in Pan-American countries is the good will and friendship which developed among all delegates from all countries. Most of them knew nothing of the

problems and needs of their neighbors. Through work and through social contact, workers with a common goal and with similar ideals learned to know each other as persons without political, racial, cultural or social barriers. All were working together to provide a better life for the blind people of the Americas.

—Clara Langerhans,
Field Service Counselor—AFOB.

Editorially Speaking

RANDOLPH-SHEPPARD AMENDMENTS—A STEP IN THE RIGHT DIRECTION

MANY WORKERS FOR and friends of the blind, as well as blind people themselves, have by this time had a chance to read the amendments to the Randolph-Sheppard Act which were passed by Congress in July. If you are one of those who have done so, then you may already have formed an idea as to the merits of the new legislation. If you are one of those who have not, we respectfully suggest that you do so quite soon. For what it is worth, we have our opinion to offer, which may be summarized by saying that the amendments constitute a step in the right direction, but only a step.

It was just a few short months ago that workers for the blind, who in our opinion includes those active in legislative thinking regardless of their associational identification, began to realize that the blind were in jeopardy of losing their rights of small business operation in federal buildings and decided to attempt a correction of the situation. There were—and still are—differences of opinion among us as to the problems essentially needing correction, and about the methods to be employed. There were two principal influences at

work, however, which it was agreed were fundamentally detrimental to the continuation of the vending stand program for the blind: the competition exerted by employee groups for welfare fund purposes, stimulated somewhat by profit-motivated concerns; and the ineffective if not dilatory attitude of governmental administrators. Those of us in work for the blind decided to quit beating about the bush and seek Congressional action to insure the right of the blind to this one great source of employment, and to a rather encouraging extent we worked together against the common threat.

Analysis of the amendments which finally were passed as part of the Vocational Rehabilitation Act of 1954 shows that we won only a small part of the improvements we were seeking. The new language does broaden potential business sites from “buildings” to “properties.” It does permit the assignment of vending machines to blind operators to enhance their earnings. It does permit personal ownerships of stands, a provision sought by many; but it does not make de-control mandatory upon the licensing agency.

Beyond these few tangible items, the new language does very little to clarify the problem of securing of locations, licensing of stands and operators, and even sets up a much more complex procedure for regulation writing than ever before. True, principal responsibility for regulations and administration rests with the Department of Health, Education and Welfare, but in its turn it must assist other federal departments holding property custodial responsibilities in the writing of conditions under which they would consider that the blind vending stand "would not unduly inconvenience" them or "be detrimental to the best interests of the United States." It has not been clear through-

out the past months and even years as to whether HEW officials have been enthusiastically assisting to expand the vending stand program; and now with a new set of cumbersome regulations to work through, our field may well have to wait for quite a while before the new language in the law is interpreted in regulations. Until that is done, the real effect of it will not be known or felt; and we think that those in our field concerned with vending stand employment should not relax in the new enthusiasm which they themselves have shown. We talked to Congress with at least fair results; now let's talk to the administering bureaus and secure even better results.

New Communication Aid for Deaf-Blind

TELLATOUCH, A DEVICE FOR communication by deaf-blind persons with seeing, blind, or other deaf-blind persons, has been developed by the American Foundation for the Blind, and proven so worthwhile in tests with a number of subjects as to warrant putting it into production. Machines will soon be available.

The Tellatouch is a portable machine nine inches square and two and a half inches high, weighing about three and a half pounds. It somewhat resembles a midget-sized typewriter. A shoulder strap attached to the machine makes it convenient to carry. The strap can also be adjusted as a carrying handle.

The device contains an alphabet keyboard and a single braille cell made of metal which is located near the opposite edge of the baseboard. The "sender" and "receiver" face each other with the machine between them, the keyboard being directly in front of the

"sender" and the braille cell directly in front of the "receiver." When the "sender" presses an alphabet key, Tellatouch translates it into the raised metal dots of the corresponding braille character. For example, when the key for "A" is pressed, dot No. 1 rises in the braille cell; when "Q" is pressed, dots Nos. 1-2-3-4-5 appear.

The keys are arranged in alphabetical order in three rows. A fourth (bottom) row contains six braille keys—three on each side of a space bar. These are placed in the same position as the keys on a braille writer. If the "sender" knows braille, he can communicate faster with these six keys, using the contractions of the higher grades of braille. The alphabet keys are limited to Grade I. In either case, the space bar is used between words. This bar raises dot No. 3 in the braille cell, which acts as a signal for clarity.

To receive a message, the deaf-blind person places his finger on the braille



Miss Annette Dinsmore, Consultant, Services for the Deaf-Blind, AFB and Miss Geraldine Lawhorn, deaf-blind dancer and dramatic monologist, demonstrate the Tellatouch.

cell, the "sender" spelling out words by pressing—not striking—the keys. He gauges his speed according to the rate of reception of the deaf-blind person. In order to develop skill, the "receiver" must become familiar with reading braille letter by letter, rather than by words and whole phrases as he does across a page.

The alphabetical sequence of the keys has been adopted instead of the standard typewriter keyboard for three reasons:

1. So that the top row "A" to "J" can also be used for the braille numbers 1 to 0.
2. To make it easier for persons who are unfamiliar with touch typing.

3. To prevent touch typists from writing faster than the braille can be recognized.

A hinged and latched cover protects the keys.

Last spring the American Foundation for the Blind undertook an experimental study of the machine in practical, everyday use. A number of them were placed for a trial period in the homes of a representative group of deaf-blind people who would frankly express their opinions and reactions. Such statements, it was felt, would offer greater significance than results obtained through strictly controlled testing.

With very few exceptions, comments

received from the experimental group were extremely favorable. Perhaps the most outstanding—and unanimous—reaction was that it created immediate interest among the general public and helped to advertise the fact that it is possible to communicate with deaf-blind people. It is felt that if the device can overcome the reluctance of the general public to attempt conversation with deaf-blind people it will have served an invaluable purpose. If it can eventually lead to one of the less “mechanical” methods of communication, its development and production will prove even more amply justified.

Many of the respondents wrote at great length giving details of successful contacts they had experienced during the trial period, and they considered the machine simple to operate and easy to understand.

Others cited illustrations of emergency situations in which they believe Tellatouch could prove essentially valuable, and a number mentioned having used it effectively with blind, as well as deaf-blind friends.

In spite of the fact that it was considered a slower method of communication than the one-hand manual alphabet or the alphabet glove, several people felt that it had the advantage over these methods in that it required less physical exertion.

Other tests made with the device indicate that from the psychological point of view it is not undesirable, but physical contact between a deaf-blind person and another person, such as spelling words in the palm of the hand, offers more opportunity for relating to the deaf-blind person in a warm,

personal manner. On the other hand, it was apparent in the testing, noticeable even in a few minutes of conversing, that the Tellatouch requires less physical exertion.

It must also be kept in mind that any satisfactory method of communication with the average deaf-blind person is based upon spelled words, and that there are considerable numbers of deaf-blind people who are not literate.

Work for the deaf-blind as a whole is a pioneer field. In this country we have just begun to scratch the surface; so far the Department of Services for the Deaf-Blind, American Foundation for the Blind, has been able to obtain complete information about 3,000 such individuals. The same Department estimates from experience of the past few years that there are probably actually more than 6,000. Of the 3,000 now on register, about 1,000 are too deaf to benefit from amplification of any kind and must employ a special means of communication.

Research shows that the methods of communication (other than devices) most commonly used are: the one-hand manual alphabet of the deaf; the two-hand manual alphabet; and printing or script writing in the palm. A limited number of deaf-blind persons are also known to employ the Morse code and cross code systems. All of these methods are rapid, but printing or script writing in the palm is the only one which can be used to converse with the general public.

Among the devices in use are alphabet gloves, and several variations of alphabet cards or boards with braille and ink print letters.

Houston Meeting of the A.A.W.B.

THE TWENTY-EIGHTH Convention of the American Association of Workers for the Blind in Houston, Texas, was attended by 414 registered members and visitors, who came from 37 states, Canada, Mexico, and the District of Columbia. The total membership of the Association at the close of the convention was 1,038, to which, shortly afterward, were added seven new memberships, for a total of 1,045.

Texas lived up to tradition as host, in the persons of various agencies for the blind and of volunteers representing several women's organizations.

Officers of the Association during the present biennium are: Capt. M. C. Robinson, M.B.E., Vancouver, B.C., President; Joseph F. Clunk, Philadelphia, Pa., First Vice-President; Hulen C. Walker, Washington, D.C., Second Vice-President; Alfred Allen, New York, Secretary-General; Julia Lawson, Austin, Texas, Treasurer. Due to a change in Group membership classification of Robert Langford, who was chairman of Group C but who has been appointed to a new position with the Pennsylvania Association for the Blind, Miss Sarah Gissendanner, home teacher with the Virginia Commission for the Blind, was elected chairman of Group C.

As is usual at these conventions, the annual banquet was the high point of the combined purposes of sociability and tendering honor and recognition to an outstanding leader in work for the blind. It is at these occasions that the Shotwell Memorial Award is presented, and the recipient this year was Mr. Stetson K. Ryan, who had just re-

tired as executive secretary of the Connecticut State Board of Education of the Blind after 36 years of service. George F. Myer, Executive Director of the New Jersey Commission for the Blind, served ably as toastmaster; and the scroll and the medal which constitutes the award were presented respectively by Miss Marie A. Busch, Supervising Home Teacher, Missouri, and Calvin S. Glover, Executive Secretary of the Cincinnati Association for the Blind.

Mr. Ryan had been a trustee of the Shotwell Memorial Fund since its establishment in 1939. To replace him, due to his retirement, Capt. M. C. Robinson, President of the A.A.W.B., appointed Francis J. Cummings, Ph.D., Executive Secretary, Delaware Commission for the Blind. Another important post held by Mr. Ryan, membership on the Committee on Ethics of Agencies, was filled by vote of the Convention, which designated H. A. Wood, Executive Secretary of the North Carolina State Commission for the Blind. Mr. Wood will serve for five years.

Thirteen new Class I home teachers' certificates were awarded by the Association through its Board of Certification.

The Ethics Committee, formed at the 1953 convention, reported that during the past year 36 applications for the Seal of Good Practice were processed, 30 of which were approved.

Four Resolutions of special interest were passed unanimously by the Convention:

The American Association of Workers for the Blind re-emphasizes its long established policy of diligently supporting all measures which would assure equal opportunities to all blind persons regardless of race, creed or culture; and we recognize the increasing demand for specially trained professional workers needed to insure the realization of equal opportunities for all blind people, and urge all members of this Association to work toward the achievement of this goal.

This convention wishes to make it a matter of record that we endorse the action of the National Council of State Agencies for the Blind, and approved by members of Group E, and similar action by the Chairman of the Legislative Committee of this Association, in sending to members of the Congressional Conference Committee on Vocational Rehabilitation Bills a statement urging the deletion of proposed legislation that would prohibit the operation of sub-marginal vending stands.

This Association extends to Dr. Ignacio Morones Prieto, Minister of Health and Welfare of Mexico, its heartiest congratulations on the creation of a Bureau of Rehabilitation and the initiation of a well-rounded program for blind children and adults in the Institute for Rehabilitation of the Blind within this Bureau.

This convention requests its Officers and members of the Board of Directors to give serious consideration to implementing a procedure by which employers who have given special consideration to employing blind people will be given national recognition by this Association through the form of a presentation to the selected employer of an appropriate citation for his service to blind employees.

Last year the Association voted to hold its 1955 convention in Quebec, at the Hotel Frontenac. The 1954 Convention voted to accept the invitation from Los Angeles to hold its 1956 meeting in that city.

Introducing Dr. Bloodhead

FROM TIME TO TIME these pages may contain contributions by Dr. Eustachian T. Bloodhead, one of the world's foremost authorities. It is fitting, therefore, that some of the outstanding aspects of the Doctor's background be set forth here.

According to "Who's Who in America," Bloodhead attended the university in the fall of 1918. It should be pointed out that this seemingly short period of formal education was due to his decision to become a professional authority. The Doctor felt that further training would destroy that uncluttered state of mind without which the authority is merely an expert. He therefore quietly withdrew from college.

Like all authorities, Dr. Bloodhead is a voracious writer. The books authored by him in one year should give

the reader some insight into his amazing versatility. In 1922 he wrote "The Self-Made Authority," "Bloodhead on Bee Keeping," "A Short But Authoritative Commentary on the Universe," "How to Handicap your Disability," "How to Disable your Handicap," "An Authority Views Woman," "The Inhumanity of the Female," "Why Two Sexes," and "A Few Short but Peaceful Days in the Adirondacks."

The Doctor's vigorous integrity and devotion to his profession are best shown in his own profound words uttered during a convention of the "North American Association of Leading Authorities." He said, "Before speaking as a leading authority, I somehow feel obliged to learn as much about my subject as time will permit."

It is such lofty principles that have

set Dr. Bloodhead apart from his fellow authorities.

Many who have read his works have wondered whether Dr. Bloodhead is physically or mentally handicapped. Since the history of his disability is not without significance, it rightfully should be made a part of this introduction.

During the great depression the Doctor, while engaged in a non-professional capacity on a road repair project, experienced a violent desire to dedicate himself to the welfare of the blind. With typical zeal and industry, he qualified himself as a professional worker by taking off his glasses and becoming blind by definition.

This, plus the Doctor's peculiar ability to express himself in obscure professional language, earned him a position on the staff of the East Smithville Sheltering Wing for the Blind, Inc. For some time thereafter, the Doctor served the blind in the East Smithville area by putting on a nation-wide fund raising drive to cover staff salaries. The Doctor continued this unselfish devotion to the blind until he possessed a comfortable estate in the country, and a well equipped laboratory for philosophical reflection.

It was then that he made the tragic discovery that marked the turning point in his career. While participating in a panel discussion in somebody's room during a convention on blindness, he learned that his degree of visual acuity placed him in the category known as "occupationally blind." As any worker for the blind will agree, this was a blow which might well have destroyed a lesser man. It meant that for all practical purposes the Doctor could act just like a sighted person, but for the purpose of employment he was hopelessly blind. Sadly, he resigned his job and gave up all thought of gainful employment in the future.

However, this dreadful new handicap, instead of marking the termination of Bloodhead's service to humanity, only spurred him on to higher levels of achievement.

After the briefest of adjustment periods spent among his research projects the Doctor returned to the limelight with the announcement of a new category of blindness known as the prenatal blind.

First the Bloodhead Laboratories had made an extensive study of a representative cross section consisting of one boy and one girl, both of whom had suffered from prenatal blindness before birth.

Secondly (and with some additional expense), the following detailed statistics were compiled:

At the age of two years and twenty-one days, a sizeable percentage of these two cases showed remarkable improvement. In fact, 89 per cent had perfect vision. Five per cent had better than average vision. Only three per cent needed corrective glasses and the remaining percentage was unco-operative and defied observation.

Needless to say, this outstanding contribution brought Dr. Bloodhead the highest awards, medals, plaques, and citations, that his professional colleagues could bestow.

And so Dr. Bloodhead's fame and renown spread in ever expanding circles until it caught the attention of those responsible for the preparation and publication of this magazine. With typical reserve and modesty, the Doctor offered to revitalize the field of work for the blind by submitting a series of searching commentaries expressing the Bloodheadian point of view.

The Doctor will welcome any questions of a professional nature which may be submitted by the readers of

this publication. He will be pleased to make authoritative answers in these pages, if space and the editor will permit.

LETTERS TO THE EDITOR

Dear Editor:

I have read the interesting article in the April 1954 issue of the "*Outlook*" "I Would Choose the Residential School" by Rev. Ralph T. Wolfgang, and as a parent of a seven-year-old totally blind child, I feel there is another side to the educational problem of our blind children. I wouldn't want parents to feel there is only one good way to educate their blind children.

First of all I would like to say as does Rev. Wolfgang, that I do not have any professional background with the blind, except as a parent of a blind child and my interest in other parents with handicapped children. My only work with children has been in the capacity of a registered nurse and a mother.

My son attends classes in a public school. This is his day from the time he arises in the morning: He dresses himself, washes, comes to breakfast. Before leaving for school he practices the piano for at least fifteen minutes. At 9:30 I give him his lunch bag and take him across a very busy street. He is in a hurry to get to school and play and does not wish to go down to the traffic crossing. This means he has three streets to cross on his own, but his confidence has been so built up since kindergarten days that he skips along swinging his lunch. This particular

child has second grade classes in a portable and that means he has to return to the braille source room in the main building for his writer and for correction of his papers. The braille room has a specially trained teacher, who is there to aid the blind children. Those who need extra work will remain with her longer; for instance, if a classroom is having reading and the blind child needs extra help he will be sent, on his own, back to the braille room for help and direction.

Those youngsters who do not need help, but pick things up readily in the classroom, will spend very little time in the source room. The braille teacher corrects all their papers and the regular classroom teacher then grades them. The blind child's reading books are all transcribed in braille. They follow word for word what the sighted child reads. When it comes time for him to read he has been following his braille and knows right away the next paragraph is his.

A classroom like this was demonstrated on a stage for the district P.T.A. My child happened to be the one chosen to demonstrate and I was pleased to see how a blind child and sighted children co-operated in a classroom together. I have since watched him in a classroom and found that he behaves in the same manner as the others, trotting to the teacher's desk with questions, raising his hand with excitement as the others do. In other words, he belongs and is accepted like any other child. This child is treated and disciplined as the other children. He stays after school to help the teacher place the chairs on the desks. He is given chores in the room as are the others. His chores are posted on the board in braille. The co-operation between regular teacher and braille teacher, mother and child, is very good.

Lunch time—the building in which the children eat is a block away. I have watched him take off across the ground like the other kids, weaving his way amongst children and trees.

Playground—he is as wild as the rest and always seems to have plenty of playmates. Never does he come home complaining “I have no one to play with.” I received the report from my daughter that Mickey got into a fist fight with a child who insisted on pushing and punching him. His teacher and a monitor separated them. This perhaps is not proper, but the child does not pester him anymore and Mickey announced “I came out best!”

Home from school—he has two streets to cross with traffic boys posted. I have had mothers tell me he heads across the school grounds, around the swimming pool and stops right where he should to cross. Coming home is a thrill for me because I can hear him laughing with his friends, bidding some goodbye. He dashes into the house, throws his sweater at me and asks if he can go home with his pal, who lives at least ten blocks away. This is a happy boy who belongs to his home, his family, his neighborhood and participates in the activities of his school. True, this type of education belongs to the fairly well-adjusted child.

He is not missing too much. You can always weigh public schools against residential schools, but then wouldn't we all like special programs like music, etc., for our own sighted children? We work that problem out by paying for lessons. I pay for piano lessons for Mickey and my daughter.

The children in our braille class receive music through the school if they wish, and all the children get swimming lessons. True, they cannot participate in all activities, but it is amazing what sports they want to try and how

co-operative their schoolmates can be. Do you feel these children are segregated because of special classes? No, they certainly are not, at least not in our school.

In the past school year these children have been taken on tours and I feel they have really discovered how certain places tick, such as the huge airport with transports coming in from the whole Pacific area.

What about the child overdeveloping his sense of importance or his sense of inferiority, not assuming ordinary responsibilities at home, parents making allowances, etc. On the west coast, as well as in other areas, attempts have been made to bring trained workers into the home when a child is still young. This helps in the parents' adjustment and in turn the parents' attitude toward the child, causing the parent and child to grow together with a proper relationship. True, not all parents will come out on top with their blind child, but those same parents won't have much more success with their sighted child.

I agree that the blind child should have the very best training as he must be two steps ahead of his sighted friend to compete with him.

I think that my son's education in the public school will help him develop a philosophy of life (and certainly at an early age he has had to accept his handicap) even more readily than if educated in a residential school.

The complete, not partial, integration of a blind child in the public school system, will come about more and more in years to come and I think we will see more parents getting out and fighting for this type of education.

*Mrs. G. M. Boyle
San Leandro, Calif.*

International Meetings Held in Paris

(**Editor's note:** Because of our early deadline it is impossible for us to include a rounded report on these two international meetings. We hope to have further reports in an early issue.)

MORE THAN ONE HUNDRED DOCTORS, educators and social workers from 30 nations gathered in Paris late this summer for two international conferences on work for the blind.

Delegates converged on the French capital for the International Conference on Braille Music, July 22-30, and the General Assembly of the World Council for the Welfare of the Blind, August 5-13.

The meetings—held with UNESCO co-operation—were called to attempt to co-ordinate and improve existing national programs for the blind and broaden international co-operation in this field. Education, vocational, social and medical aspects of blindness were considered.

M. Robert Barnett, Executive Director of the American Foundation for the Blind and the American Foundation for Overseas Blind, was named a member of the American delegation to the World Council, and served as the Council's program chairman.

Others prominent in work for the blind who were expected to attend the Council Assembly were: George Card, National Federation of the Blind; Robert H. Thompson, Missouri School for the Blind; Joseph F. Clunk, Pennsylvania Association for the Blind; Louis W. Rodenburg, Illinois School for the Blind; Alfred Allen, American Foundation for the Blind; Edward J. Waterhouse, Perkins Institution for the Blind; H. A. Wood, North Carolina

State Commission for the Blind; Miss Mary E. Switzer, Director of the Office of Vocational Rehabilitation, U. S. Department of Health, Education and Welfare.

Harry Ditzler, New Mexico School for the Blind, Mrs. Lisle G. Edwards, American Printing House for the Blind, and Louis Rodenburg attended the Braille Music Conference.

Canadians attending the General Assembly were Col. E. A. Baker and Capt. M. C. Robinson, Canadian National Institute for the Blind, and Mrs. Sadie B. Bending, Canadian National Council for the Blind.

Among other representatives from more than 30 nations were Sir Clutha Mackenzie, Chairman of the World Braille Council and United Nations Consultant on Pakistan; Dr. Charles W. Bennett, President, Australian National Council for the Blind; Dr. Andres Bustamante Gurria, Secretary of Health and Assistance, Government of Mexico; and Professor Paul Bentioglio, Director of the Italian Union for the Blind.

Other representatives were from England, Scotland, Belgium, Thailand, Ceylon, India, Spain, Turkey, Germany, Finland, Sweden, Columbia, Japan, Greece, Yugoslavia, Norway, Ireland, Denmark, Haiti, Switzerland, Egypt, the Netherlands, South Africa, Brazil and Argentina.

New Motion Picture

"Physical Education and Field Games for the Blind" is the name of a new 16 mm silent color film available for rent from Charles E. Buell, 2722 Derby Street, Berkeley, Calif. The film has descriptive titles. The running time is 35 minutes. Activities of students at the California and New Mexico Schools for the Blind are shown in the film.

Current Literature

✧ "Selected References from the Literature on Blind Children," by Jane E. Dolphin and William C. Kvaraceus, *Elementary School Journal*, April 1954. The references in this bibliography are listed under ten classifications, among them (1) General References and (2) Blind and Partially Seeing Children. The last list contains 17 items, each with a brief annotation.

✧ "Understanding and Accepting the Child Who is Blind," by Virginia M. Axline, *Childhood Education*, May 1954. The author points out that the handicapped child's primary problem is to be accepted as a child among children, where he can be a happy, effective member of a group. She states that he is the victim of his parents' attitudes and feelings and those of society, and she emphasizes that there is no difference in the needs of any child.

✧ "Group Therapy with the Blind," by Louis Cholden, M.D., *Group Psychotherapy*, May-August 1953. This report, by a doctor then on the staff of the Menninger Clinic, summarizes the methods used in weekly group therapy sessions conducted with the clients attending the Kansas Rehabilitation Center for the Adult Blind, and indicates some of the failures and successes from which it evolved. The author considers the group therapy experience an important learning experience, an integral part of the total rehabilitation program.

✧ *After the Doctor Leaves*, by Marguerite Clark. New York. Crown Publishers, Inc. 1954. This book was de-

signed as a practical guide to approved post-medical care and treatment of chronic diseases for the patient and his family. Seven pages are devoted to blindness, its major causes and prevention, and the adjustment of the blind person.

✧ "Blindness in Preschool Children," by Edith Kerby, *The Sight-Saving Review*, Spring, 1954. "The purpose of this paper, and of the statistical study of cases of blindness in children under seven years of age on which it is based, is to attempt to answer the questions: How many young blind children are there in the United States? What are the causes of their blindness? Is blindness in this age group actually increasing at an alarming rate? What caused the increase?" The author concludes that the greatest need is for research into the causes and means of preventing blindness in infants. The article includes ten tables of statistics.

✧ "The Preschool Blind Child," By Patricia Harbrecht, *Anchora*, Fall 1953. A brief article, in the form of an open letter, in which the Director of Delta Gamma Preschool Visually Handicapped Foundation of St. Louis describes the year's activities and experiences which resulted in the establishing of the program of the Foundation.

✧ "The Kansas Rehabilitation Center for the Adult Blind" by Harry E. Hayes, *Journal of Rehabilitation*, January-February, 1954. This is a progress summary of the first five years of the program at the Center, which is a facility of the Division of Services for the Blind, State Department of Social Welfare. The author describes the activities and techniques in the light of the Center's two-fold purpose—diagnosis and adjustment—and he includes figures on costs and financing.

❖ *Proceedings of the Conference on Volunteer Activities in Recording and Transcribing Books for the Blind*. Washington, Library of Congress 1954. A 61-page booklet reporting on the papers, discussions and resolutions presented at the Conference held December 1-2, 1952 which was attended by 115 delegates. The papers include such topics as "Techniques of Recording Books for the Blind," "Volunteer Recording Services for the Blind," "Uses for Recorded Material," "Techniques of Transcribing Books for the Blind," "Textbook Transcribing in New Jersey," "Effective Use of the Services of Volunteer Braille Transcribers," etc. The need for co-operation, standardization and a clearinghouse system are stressed.

❖ "A Visually Handicapped Child in the Nursery School," by Lois R. Schulz, *Journal of Home Economics*, May 1953. Three-year-old Diane's experiences in the nursery school in the School of Home Economics at Kansas State College are related, and the benefits derived by home economics students observing in the classroom. The author includes specific incidents that show how this child, who could only differentiate light from dark, slowly adjusted to the preschool children's group.

❖ *Report on the National Study Committee on Education of Deaf-Blind Children*, Washington, D. C., July 12, 1953; Council Bluffs, Iowa, January 25-26, 1954. This report covers the first two meetings of this committee, which was created in April 1953. The Washington meeting was a single session, devoted to organization and planning. The second meeting, at the Iowa School for the Deaf, consisted of several sessions, and makes up the major portion of this report. Various problems for research are described, under several headings,

such as "The Social Psychology of Deaf-Blindness," "Sensory Aids and Travel Orientation." Detailed group discussion of the problems of the deaf-blind child and his training is included, as is the report of the Subcommittee on Teacher Training. Nine resolutions and recommendations were submitted by the group, in recommending the establishment of an educational program on a national level.

❖ *Directory of Agencies for the Blind in the British Isles and Overseas, 1954*. London, The Royal National Institute for the Blind, 1954. A new edition of this directory, which includes, in addition to agencies and their services, statistics of blindness, lists of magazines for and concerning the blind, ophthalmic hospitals, schools for blind and partially sighted children, homes and hostels for adult blind, etc. It also lists international agencies for the blind and agencies in other parts of the world, including the United States, Mexico, South America, Asia, etc.

❖ *The Blind Saw Murder*, by Howard C. Huston. New York, the Macmillan Co., 1954. In this mystery thriller, the central figure is a young man who is blinded in the first chapter by four masked thugs who kill his wife and leave him for dead. The plot follows his determination to find the murderers and his exciting and dangerous attempts to do so.

❖ *Light in Darkness*, by Cécile F. Boxer. London, Hutchinson, 1953. A novel of World War II involving a young English girl who tragically loses her sight in an air-raid. Her weak, ambitious mother; the loving, capable aunt who tells the story; and a young musician, believed lost in the crash of his military plane, are the important characters.

APPOINTMENTS

★ Miss Margaret Anne McGuire, career woman in public service, was appointed director of the New York State Commission for the Blind, a bureau in the State Department of Social Welfare, effective June 16, 1954. The announcement was made by Commissioner Raymond W. Houston. Miss McGuire fills the vacancy left by the resignation of her predecessor, Miss Ruth B. McCoy, who has accepted a position as executive assistant to the president of the Albany Association of the Blind.

Miss McGuire has had 25 years' experience in social work. She has served as a social worker and executive in local, state and international fields.

After receiving her A.B. degree from Birmingham-Southern College, Miss McGuire did graduate work in psychology at Columbia University and later received her M.S. degree from the New York School of Social Work, Columbia University.

★ Dr. Romaine P. Mackie has been appointed Chief, Section on Exceptional Children and Youth, on the staff of the Office of Education, it was announced early in the summer by S. M. Brownell, Commissioner of Education, Department of Health, Education and Welfare.

Dr. Mackie, who has had wide experience in the education of all types of exceptional children, has served the Office of Education since 1947. From 1946 to 1947 she was consultant to the California State Department of Education at Sacramento on a state-wide program of education for the physically handicapped. In her new position she will be able to plan and give leader-

ship to projects and programs that should be of great help to state departments of education, institutions of higher education, and local school systems in their efforts to provide the best education possible for the five million children who need special education in the United States.

At Hunter College from 1940 to 1946, Dr. Mackie developed a program for the preparation of teachers of exceptional children, including the physically handicapped and the mentally retarded. As administrator for the Naval School Rehabilitation Corps training program at Hunter in 1945, she directed the preparation of personnel to serve in Navy hospitals as assistants to occupational and physical therapists and to work with the deaf and the blind.

During the period 1936 to 1939, Dr. Mackie assisted at Teachers College, Columbia University, in the organization of the department of education of the handicapped.

The author of books, government publications, and many published articles and reports, Dr. Mackie is internationally known in her field. She has represented the federal government in many national and international conferences and on special education missions.

At the present time, Dr. Mackie is directing a nationwide study on the qualifications and preparation of teachers of exceptional children. More than two thousand leaders in the field of special education throughout the United States are participating in this study.

In her new position, Dr. Mackie succeeds Arthur P. Hill, who recently became Educational Director of the United Cerebral Palsy Association in New York.

❖ "To provide a chance for education for all deaf-blind children in the United States," is the way Miss Sophia K. Alcorn states her purpose upon assuming her duties as Special Consultant on the staff of the American Foundation for the Blind in the Department of Services for the Deaf-Blind.

Miss Alcorn, a native Kentuckian of Stanford, Ky., began her duties on July 1, 1954. She will maintain her office in Stanford, and her major effort in the immediate future is to locate and register, on a nation-wide basis, all persons up to 20 years of age, who are deaf and blind.



(from a painting by Roy C. Gamble)

Sophia K. Alcorn

A graduate of Clarke School, Northampton, Mass., where she received her formal training in the education of the deaf, Miss Alcorn taught in the Kentucky School for the Deaf for a year. Then she undertook the teaching of

Oma Simpson, a deaf-blind child, followed by that of Tad Chapman, spanning fourteen years with the two children.

Miss Alcorn devised an original method in teaching these two deaf-blind children, which is known as the "Tadoma" method, and which consists of utilizing vibrations of the voice in exclusion of any manual method in communicating with the deaf and blind child.

For 23 years Miss Alcorn was with the Detroit Day School for the Deaf. She retired from her position there as supervising principal two years ago.

"The Unconquered"

Reviewed by Lee Rogow.

Reprinted from the *Saturday Review of Literature*, June 12.

The new film about the life of Helen Keller is not only a shattering emotional experience, it also happens to be a bright new use of the documentary in creating a picture biography. Biography on film is not, of course, a new idea, but I suspect that the documentary biography is. This is a far different kettle of fish from the fictionalized life stories of Hollywood or the spliced-together obit of library clips prepared by the newsreels whenever some king or politico is removed to his reward.

In "The Unconquered," the part of Helen Keller is played by Helen Keller, a fairly startling notion to begin with. Of the picture's sixty-seven minutes, about half is supplied by old photographs, magazine articles, films from newsreel libraries and other archives: the remainder consist of footage taken at Miss Keller's home in Arcan Ridge, Connecticut, and in New York City during Miss Keller's occasional trips to

town. Against this material is heard a narration written by James Shute and spoken with crisp dignity by Katharine Cornell. As a production, the film is far from slick. Although Miss Keller participates freely and joyously in the staged footage, there is an occasional hint of self-consciousness among the assisting characters. Within its small compass, however, "The Unconquered" is a powerfully interesting piece of work, and there are sections that are unforgettable.

The most astonishing and affecting portion of the film is contained in an early section which recounts the blind and deaf girl's struggles to achieve speech. Deprived of sight and hearing by an affliction at the age of eighteen months, Helen Keller was seemingly locked for life within a narrow prison until she had the good fortune to meet Annie Sullivan, a remarkable woman and a still more remarkable teacher. The old photographs are charmingly evocative as they show Helen and Annie Sullivan—in white shirtwaists, long skirts, and bird-nest hair-dos—arranged in conventional attitudes upon the school lawn. The memorabilia pop onto the screen, each charged with emotion as relics upon a battlefield. There is Mr. Macy, later Annie Sullivan's husband, wearing a straw hat and looking like a character out of Renoir's boating party. There are the books which Helen Keller learned to read in their original languages—Aeschylus, Voltaire, Goethe. There, incredibly, is a program from the Palace Theatre, where Helen Keller and her teacher are listed on the bill below the tramp acts, the jugglers, and the sketch comics, for there was a time when Helen Keller earned her living by trouping up and down the land in vaudeville.

Fortunately, a portion of that vaudeville act is preserved on sound film in

good condition. It is perhaps the most moving piece of celluloid ever clicked through a projector. In it, Annie Sullivan Macy, now become well-fleshed, slightly dowdy, but cheerful and interested, tells the story of how she taught Helen Keller to talk. Helen sits beside her like a tense automaton, acting it out as the story is told. At the end she speaks her first complete sentence in toneless, bird-shrill voice: "I am not dumb now."

As compared with the drama of that speech-learning episode, much of the film is a placid account of Helen Keller's present daily routine, but there are scenes that stay in the memory—Helen Keller does the dishes with her present companion, Polly Thomson, and her hand strays to a nearby table radio and moves with the beat of the music; she "sees" a statue with her hands, and it is interesting to note how lightly her fingers dance over the surface; she goes to France for ceremonies honoring Louis Braille, and we see the strange parade of the blind stumbling through the streets to the Pantheon to pay tribute to the man who gave them access to the written word; she fingers her braille Bible long after her bedtime, keeping the book beneath the blankets to deceive her alert companion; she goes to Martha Graham's studio and apes the movements of the lithe dancing girls with her own heavy-boned body; she walks along a thousand-foot handrail near her home, encounters a tree branch fallen across the path, and with antlike patience muscles it out of her way.

Out of this emerges the portrait of a woman of wit and intelligence, and with energy sufficiently great to burst the bounds of the most stringent confinement that can be laid upon a human being. Nancy Hamilton and the group who produced the picture with

her were obviously concerned with creating a monument to a woman they regard as a living saint, but at the same time they have made a stimulating use

of the documentary. If this can be done for Helen Keller, why not for Albert Einstien, Toscanini, Frank Lloyd Wright?

BOOK REVIEWS

Learning to Use Braille, by Jeanette Maris.
Publisher: American Printing House for the Blind. 1953. Vol. I, Grade 2. \$5.90.
Reviewed by Florence G. Henderson.*

There has been a need for some time for a book emphasizing the tactual approach to reading braille. Jeanette Maris, teacher of a braille class in Battle Creek, Michigan, has made a significant contribution in this area in the volume, *Learning to Use Braille*.

Miss Maris has carefully planned her book with, it seems to the writer, a very definite philosophy toward braille acquired through years of using and teaching it. She has followed the more recent pattern of introducing, in logical sequence, braille Grade 2. The twenty lessons are cumulative, each one containing three parts, namely, the introduction of letters, words and abbreviations. This is the first book of its kind which takes into account the tactual simplicity of the characters first to be introduced. For example, the first lesson uses only letters, words, and abbreviations which use the first three dots. The reading exercises are then composed of the characters introduced. Each lesson introduces new symbols which are then incorporated into the reading text.

As the text progresses meaningful

material is introduced. The reading selections are short and interesting. The reader, therefore, will be encouraged to learn much by context, at the same time clarifying and exercising his newly learned skill by means of the exercises and rules given. The book is planned to be used as a textbook with the aid of a teacher who knows braille and not as a self study book.

With Miss Maris' ability for organizing material one could wish that she would now write a companion book for the child who is learning to read by means of braille. The reading texts for seeing children have become, within the last decade, interesting and challenging, geared to the interests of a six-year-old. The material is based on the experiences of a child so that reading is a pleasurable experience and he progresses through the stages of rote reading to real reading by the "fun" method. If this cumulative and logical pattern which Miss Maris has used could be used in the writing of primers and early reading material for blind children based upon the experiences real to them it would indeed make a valuable contribution to the educational materials in the field of the blind.

Although the author's purpose as she states in the introduction was to provide a textbook for the newly blinded adult and the adjustment pupil in the

* Florence G. Henderson is Associate Professor in Education, San Francisco State College.

fourth grade and above, it seems to this reviewer that the most value would accrue to the adult. It is always difficult to write interestingly in terms of the needs of such widely diverse groups.

The Opening Doors—My Child's First Eight Years Without Sight, By Lois T. Henderson. The John Day Company, New York, 1954. 242 pp. \$3.50. Reviewed by Dorothy L. Misbach.*

Mrs. Henderson, mother of an eight-year-old son who is totally blind, relates her story naturally and warmly. She felt a need to tell the story "now, while he is still young enough to sit on my lap; now, when I can remember how it was when he was a baby and blindness was a strange and terrifying thing." She had previously written *Look! I Can See the Wind*, published in May 1951, in *Redbook Magazine*.

In the early chapters the mother tells of her anxiety when David did not open his eyes, of frequent visits to doctors hoping to learn that an operation would restore vision, and later of her decision to "not be ashamed of Davey or care what people said or did," but to be proud of him.

When Mrs. Davis, a social worker

* Miss Misbach is Educational Supervisor for the New Jersey Commission for the Blind.

from the Association for the Blind in Pittsburgh visited, Mrs. Henderson for the first time felt something loosening inside. "It was the cold awful feeling of aloneness that had been with me for so long."

She speaks frankly of her feelings concerning Davey's slowness in walking, his tantrums and wrist-biting preceding his talking, and relates with a sense of humor his glass-eating and ash-throwing experiences. Her concern about telling David he was blind came about naturally when his adopted sister, Mary Sue, was speaking of the stars and Davey wanted to see them too.

Parents, relatives, friends and neighbors offered much advice as well as criticism but Mrs. Henderson found a constant source of strength in her husband, Al, and much encouragement as each little accomplishment of David's meant another open door.

"Other writers have told of the life of a blind adult; I wanted to tell what it was like for a child born blind, to tell how he learned to adjust himself to a sighted world, and how happiness was there for him if someone took the trouble and the time to curve his small fingers about it."

Parents should find this book interesting and satisfying. House parents, educators and social workers should find it provoking to their thought.

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Machine-Woven Cane Webbing
Reed Spline—Handicraft and Basketry Reed
Reed Flats and Ovals

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NEWS BRIEFS

✿ Miss C. Marion Kohn, consultant on the visually handicapped of the Philadelphia County Board of Assistance, received the tribute of professional associates and community leaders as one of Philadelphia's outstanding social workers, at a party in honor of her 70th birthday, sponsored by the Neighborhood Centre, Federation of Jewish Charities-Red Feather agency, in May.

Miss Kohn was head worker at the Neighborhood Centre for many years and served in important posts in other Federation agencies.

Born in Philadelphia, Miss Kohn was graduated from the Pennsylvania Institution for the Instruction of the Blind, Neff College, and the Pennsylvania School of Social Work. She began her professional career in 1908.

When the Pension Fund for the Blind was established in Pennsylvania in 1934, Miss Kohn accepted the post of its Philadelphia County Supervisor. She built up its staff of social workers, trained in service to the blind. In 1937, with the creation of the Pennsylvania Department of Public Assistance, Miss Kohn became consultant on the visually handicapped for the Philadelphia County Board of Assistance, the position she continues to hold.

✿ Newly elected officers of the Minnesota Council of Agencies for the Blind were announced in June. Mr. Charles Borchert, Director of the St. Paul Workshop for the Blind, was elected president of the Council; Mr. Byron Bernow, Principal of the Minnesota Braille and Sightsaving School, is treasurer, and Mr. Jesse Woodring, Super-

visor of the Pre-vocational Training Center of the Minneapolis Society for the Blind, is the secretary.

The Council meets quarterly in order to co-ordinate all the functions of federal, state and private activities for the blind in Minnesota. The Council is a co-operative endeavor, which, according to Mr. Woodring, "has been attempted in many places but really works in Minnesota."

✿ An unusual music service is announced by the Louis Braille Music Institute, publishers of *The Braille Musician*—the only music magazine in braille. The American Record Club for the Blind, sponsored by the Institute, offers quality, standard long-playing records to blind persons at substantial savings. Every selection has labels, jackets, and program notes, all in braille. A very fine group by Columbia Records is the Club's first offering. A Remington list is soon to be distributed. For complete information and a list of available records, write to:

The American Record Club for the Blind, Department O, 140 West 58th Street, New York 19, N. Y.

✿ On July 7 the American Foundation for the Blind honored blinded war veteran Charles Vines with a reception and presented him with a gold braille watch inscribed "In recognition of valor."

Young Vines, blinded by a mortar shell on the South Korean front, rescued three persons from drowning on June 27 at Lucedale, Miss. Two young girls struggling in the swift currents of

the Pascagoula River attracted the attention of James Peacock who went to their rescue. However, Mr. Peacock, still weak from a recent major illness, was unable to swim back to shore. Charles Vines, guided by the desperate cries of the three went to their rescue.

In presenting the gold watch, Mr. Barnett, Executive Director of the Foundation said:

"In plunging immediately to the rescue of others, you demonstrated that blindness has not impressed your mind and heart with any need to act differently than you would have done if you could see. Your acceptance of blindness in the light that you are still Charles Vines, the individual, proves that you are still ready and able to approach life's routines without hesitation, and even more ready to perform acts which go far beyond the routine—and do them well."

✿ Mr. Walter Wagner of Nuremburg, Germany, has been named Acting Technical Director of the Demonstration Center for the Blind in Cairo, Egypt, pending the return to Cairo of Mr. Arthur N. Magill in October of this year.

Mr. Magill was the first director of the Center, and returned to his post as superintendent of the Canadian National Institute for the Blind last spring.

Mr. Wagner, who is an I.L.O. expert on rehabilitation of the blind, has been in Egypt since October 1953. He was recruited by the I.L.O. under the United Nations Expanded Technical Assistance Program to be responsible for the development of the vocational guidance, training and placement services for the blind at the administrative center and also for the development of a sheltered workshop and home employment program for adult blind.

✿ Rev. John Bechtel, F.R.P.A., of the Chi Ming School for Blind Chinese Veterans in the Rennie's Mills Refugee Camp in Hongkong writes: "We have inaugurated what we believe to be the first venture in the production of a Bible Correspondence course in Mandarin braille. Starting with an initial three copies prepared by the students



At the left, Rev. David Wang, Dean of the Chi Ming School; at the right, Rev. John Bechtel; between them the three blind veterans who produced the Bible course.

in the school at Hongkong, we sent these to a group of blind Chinese veterans in a camp in Formosa. A few weeks later we received the request for an additional nine copies of the course in Mandarin braille. The veterans use the Mandarin braille Gospel of John for consultation in answering the questions."

The Rev. Bechtel, a missionary of 25 years' service in the Far East, is

known to the blind Chinese students as "the honest president" of the Chi Ming School for the Blind. He is a member of the American Association of workers for the Blind.

❖ The Executive Committee of the American Foundation for Overseas Blind announced in May that it had voted to finance a full-time mission to the Republic of Korea to inaugurate and expand "desperately needed services" to the 70,000 blind people in the war-torn Republic.

William Ziegler, Jr., President of the Foundation, said the mission would assist the ROK government, United Nations, and private agencies in Korea in setting up comprehensive programs of educational, vocational, and legislative assistance to the growing blind population which now includes hundreds of ROK army veterans.

Staffed by experts in all aspects of blindness, the mission is the first of its kind to be stationed permanently in post-war Korea.

Mr. Ziegler said a full-time vocational counselor will join the mission's staff after preliminary programs and facilities have been established.

The AFOB Committee's action followed recommendations made by Eric T. Boulter, the organization's Field director, who recently returned from a survey of blindness in the Far East.

Mr. Boulter spent two weeks in Korea last spring, where he visited schools for the sightless and conferred with ROK and UN officials.

Another result of Mr. Boulter's survey was the Committee's vote to participate in financing a Far East conference for the blind in Tokyo in May 1955, and later to establish a Far East regional office in Manila to serve blind people throughout the Orient.

IN THIS ISSUE

TED MARCONE has been with the New York Association for the Blind for more than ten years, the past three and a half as evaluation and training instructor. Mr. Marcone, partially sighted since birth, was educated in the New York City public schools and City College. He continued his education after graduating from the latter in various schools where he studied sculpture, ceramics, woodwork and music. He has developed his hobby of wood burning and oil painting to the point where he has had exhibitions at the Audubon Society and elsewhere.

DOROTHEA SIMPSON who presents her appreciation of Stetson K. Ryan with whom she has worked for a number of years is Supervisor of Education for the Board of Education of the Blind, Connecticut. Miss Simpson presented a rounded picture of her work in the June issue of the *New Outlook*.

Correction: In our June issue Dr. H. Robert Blank's professional connections were incorrectly identified. He is connected with the Psychoanalytic Institute and *Psychoanalytic Quarterly*, instead of the Psychiatric Institute and *Psychiatric Quarterly* as reported.

DOROTHY MISBACH whose paper "A Reading Program for Little Blind Children" was delivered during the 1953 Workshop Sessions at the George Peabody College for teachers is no stranger to *New Outlook* readers. Miss Misbach is Supervisor of Education, New Jersey Commission for the Blind. She took her bachelor's degree at the University of Boston and her master's degree at the University of Wisconsin. Before assuming her duties in New Jersey she taught at Perkins Institution, Iowa School for the Blind, and in the Cleveland public schools.

Developing Public

Understanding

about the Blind

REV. THOMAS J. CARROLL

THERE COME TIMES in the life of every man, and perhaps they come a little oftener in the life of a priest, when certain things need to be said, and he must say them—let the chips fall where they may.

My topic, I remind you, is *developing public understanding about the blind*. At first glance that seems to be a job for a public relations man, and not for me.

At first glance it seems that the question is, "How do we give the public the understanding which we have?" If this were the proper statement of the problem, then, indeed, it would be fitting that we call in a public relations expert, sit down with him, tell him what this understanding is that we wish to communicate to the public, and simply turn it over to him as a problem in communications.

But this problem is not that simple. As soon as we started to talk, our public relations expert would be lost. For how could we tell him what this understanding is, when there is no common understanding among us?

How can I stand here and say this? What do I mean by it? Am I going to turn out to be one of those people who cry out that this field is filled with persons who are not sincere in their inter-

est in the blind? No. I will say no such thing, for I do not believe it to be true. There are those who like to stand outside and criticize, and to say that many of us in agencies are exploiters of the blind. My own experience is to the contrary! It is very much my belief that the exploiters of the blind (both blind and sighted) are few and far between.

But this I do mean, and this I do believe: That there are a lot of "tongue-in-cheek" people in our field, who say things about the "normalcy" of blind people, which they do not themselves believe.

And this I further mean and say: That there are in this field a great many people whose hearts are in the right place, but whose thinking has been muddled by too much emotion.

And beyond this, I believe and would say: That there are far more people who talk about integration than who believe in it. And there are a lot more who believe in it intellectually, yet have never come to believe it emotionally as well.

**Common Understanding
Among Workers First**

Indeed I believe that we have a tremendous job to do in *developing public understanding about the blind*. But

I firmly believe that our first job is to develop a common understanding of our own.

It is time we looked twice at all this business of referring to blindness as a minor handicap. It is high time that we moved away from that false front. It is time that we as agencies, we as workers, we as a body, analyzed this handicap—time that we looked at it face to face. (I know that many have done this, and I am not talking to those who have. I say rather that *all* of us must do it, rather than run from it in some common jargon which says that it is not so bad.)

When we do look at blindness face to face—when we analyze it, and weigh its meaning—then, there is but one conclusion: Blindness is a major handicap—a major handicap and a multiple one—a severe, frustrating, and traumatic experience. It is at this point that we should be able to find common agreement—the beginnings of common understanding.

It is good that this is so. But there is a major difficulty here. For, here, too, our areas of disagreement begin.

Two Horns of a Dilemma

For here we come up against what I refer to as the dilemma of work with the blind. Here we come to the point in our thinking where we must make a choice.

When we have finished our analysis of blindness, when we have seen it in its totality and finality, when we have recognized the possible devastating nature of its effects—then it may be that we will say that there can be no real adjustment to it. Our decision may be to help make a little world of something we call "happiness" for the blind, since they can never really be a part of a sighted world. We go on then, to pat blind people on the back, to tell them to keep their chin up and keep smiling

at the world. We tell them that it's really not so bad—though in our hearts we no more believe it than we expect them to. We insist that all of them get their education together. We urge them to find their recreation together, and often enough to work together. We have them live together and grow old together (strangely enough, with this school of thought, we don't encourage them to marry together). We move on to coddle them, to own them, to make them dependent on us; we measure our agency's success not by the number who no longer need us, but by the number who continue to come to us. We get something for the blind which we loosely call "benefits;" and we seek for them all sorts of what can only be called "class legislation." Or if we are blind, we think of ourselves as the "self-made men" among them. The last plank in this platform is when we go before the sighted public—and tell them with great insistence that "our blind are just like everybody else."

This is one choice. On the other hand, we can examine the handicap of blindness, still find it traumatic, multiple and devastating—yet come up with quite a different answer. We can come up with the belief that while reorganization is difficult, it is not impossible—that it can be done, and that every day blind people are doing it. And that the only adjustment which will ever bring anything approaching happiness to a blind person in this life is adjustment in and to a sighted world—that our job is to help blind persons with true understanding and with the skilled assistance needed to grow strong and live as a participating member of sighted society.

You believe then that you must give blind people trained, professional assistance in every area of their loss; that when we give them volunteers, it must be neither as slaves or proprietors that these volunteers must come, but as "substitute eyes." If you choose this way, then you back out of every service which tends to segregate or to coddle. You re-examine everything that you

are doing or contemplate doing—to see if blindness is the real reason for this service—or if the true reason is some need or desire on our part to root blind people out of the social and economic areas in which they have lived, and this not as a part of a general move against all social and economic under-privilege, but simply and solely because they are blind (and probably because we have over-identified with our blind clients). This is the second way of looking at our problem—and when we choose this way for the first time it means a difficult retreat—and often a painful retreat—from all the areas of special privilege.

Now this is the dilemma—over-simplified perhaps as every dilemma must be. And I know the classical rule for meeting with a dilemma. Here, though even with all the over-simplification removed is still a most difficult area of choice.

Difficulty of Choice

To ask that anyone make the choice is to ask much. For in the way stands human nature. Particularly is this so if you are to take the second choice. Human nature will stand in the way for a great many of us. I am not talking of exploiters (I have told you that). I am not talking of hypocrites, who say one thing while knowingly acting and believing in another. I am talking of us weak human beings—not always sure of just where we stand—sometimes feeling one thing while knowing another. And if I speak in terms of “vested interests,” it is not meant to be harshly. I can only hope you will accept my definition—not one that means selfish people defending their jobs—but rather people so committed by staff, or worse by a building, that they have talked themselves into believing in every phase of their program. And whether or not their over-all program was good in the beginning, they are unable to bring

themselves to a truly objective re-examination of it in the light of today's needs.

Remember that point and that definition, for it is just about impossible that in any agency that has operated for any length of time (and in some that have operated for a very brief length of time) there are not some programs which are “vested interest programs”—(even if the vested interest is only our pride which keeps us from admitting that we might have been wrong, or that newer ways might be better).

I return now to my previous statement that it is impossible for us to establish anything like a real public relations program of *developing public understanding of the blind*, until we develop our own. For that we must go back to what I have called the dilemma.

In that dilemma, you have the right to choose sides. No one has a right to force your mind to either side. And let no one tell you that the answer is simple and obvious. If you choose the first, then we must concede your right to do it. If you look at blindness and say that there is no real adjustment to it; if you find it so devastating that the only answer is retreat from the sighted world, into some nebulous area where “they will be happy together,” then that is your right.

You may believe if you will that between the blind and the sighted world there exists a barrier so strong and so great that only a few can “break through.” If this you believe, then those of us who hold the other can honestly respect you if you believe it, hold it, and act on it. If that is so; if this you believe; if this is truly your considered opinion; then run your segregated programs with apologies to nobody! Be paternalistic, kind and supportive! Give out these “benefits” that substitute for happiness! But if this you believe, then be honest about it! In the

name of truth, then never, never—at fund raising time or any other time—tell yourself or anybody else that blind people are normal in every way. And repent for your past criticism of street corner beggars—for all they have done is long ago to have made this horn of the dilemma their own.

Yes. The dilemma is the crux of the matter. But, it is also possible, as many of you have done, to choose the second side. You say that severe and devastating though the handicap of blindness is, it can, nevertheless, be licked—that our present degree of scientific knowledge offers us means of substituting for and restoring in part the multiple losses of blindness—that objective scientific research is helping us in skills and devices, and in the understanding of the psychology of adjustment—toward the day of better substitution and restoration that is more nearly complete.

If this is the side that you choose, then you will hold that the only way a blind person attains anything resembling happiness in this life is by being given the choice of becoming a contributing member of the community of his fellows.

But if this is the side which we choose, then the work ahead of us is indeed great—and the greatest task of all is the remaking of ourselves. If this is to be the area of our common understanding, then the first job of our public relations expert is one that he will call internal communications. In the process will come surgery and pain—surgery for our programs and pain for ourselves and perhaps our clients.

Every single phase of our existing programs goes under examination now. Which thinking does it represent? Does it grow out of a real belief in the blind, or a belief in the pitiableness and the helplessness of blindness?

As we start the process of re-examination, again and again we are going to

come up against this defense of a program—"the poor dear blind people who take part in this activity just love it." And it may take the utmost skill of casework to assist them to see that they do not in fact love it, but have been forced into it as the best existing substitute for the reality they seek.

We ask again of each of our various activities, one after another: Does it operate because these people are blind? Or is it possibly because they are poor, or because they are aged? If it is the latter, then our job is to work on the agencies for the poor and the aged to see that they give to the blind their rights and their equal place—while we ourselves concentrate on the tremendous problem that lies before us: The restoration of blind persons to a contributing, participating place in normal society.

If we are to proceed in *developing public understanding about the blind*, then we will not stop with our programs. We will proceed to look at our clients and our staff. Our clients first—for these are the first and foremost in any real work of developing public understanding. Nor is the education that they give to the public to be accomplished by any pretty phrases in public addresses or private conversations. These educate nobody, except when they express inner and complete conviction. For this is an area of feeling, where unconscious speaks to unconscious more strongly than words can ever speak. The truly adjusted blind person will do more to develop public understanding without any word being spoken than all the protestations of those blind persons who are not convinced of the truth of what they say.

But if your blind clients are the products of your own segregating and sheltering programs, and your staff has picked up its own attitudes from those who are so trained, if dependence has

re-acted on dependency needs, then where and how do you begin?

Reorientation of Staff, Volunteers, Clients, Families

Somewhere, somehow, you must break through the vicious circle. I happen to be one who believes that group therapy may be part of the answer. And I mean *therapy*—not the giving out to staff of information about your own attitudes and beliefs, nor even group dynamics operating in staff conferences.

I realize that there are many here who do not share my confidence in depth psychology; that a few fear its effects on our programs, and a number resent its intrusion. Yet, there are many of us who hold that blindness is a severe emotional trauma; and that in our civilization (if not in an earlier one) such trauma leads to difficulties both for those directly involved and those whose lives are touched by it (as are our own). These difficulties lead to real problems of re-organization—and some of us believe that these difficulties while sometimes solved adequately by the individual, are often best solved with the help of those who have studied the psychology of human beings and have been trained to help them in the process of re-organization. And to me that means: psychiatrists, psychologists, and psychiatric social workers.

This is carried out in our own program at St. Paul's Rehabilitation Center by three different group therapy sessions—one every two weeks for the families of trainees, two every week for the trainees themselves, and one every week for all members of staff (including, you will be happy to know—the director.)

But back to the training of staff—the developing of common understanding here, as the first step (or an early step) to *developing public understanding*

about the blind. Certainly a lot can be accomplished by letting fresh air into our staffs, through taking those trained in allied disciplines. And also by insisting on the right of blind clients who are potential members of our staffs to get their training, their placement, and their experience in fields other than that of work with the blind.

Then there are our volunteers—potentially our best means of obtaining breadth in *developing public understanding about the blind*. Our volunteers—all too often stifling in their own over-protective attitudes, and gushingly empty in their interpretation to the public—not through their failure but through ours. We may not be able to give them therapy; but certainly we can screen them and train them emotionally. And, if we have the courage, we can fire them—as we would fire any member of our staff—when they begin talking about “our blind” in a way that suggests that they have ownership over them.

But the job is broader than this by far. There are the families of persons who are blind—the immediate circle around the blind persons—the “immediate environment” which we need so badly to influence. Not all of these are going to be available for group therapy by any means; nor will all accept case work—though wherever possible, when needed, we should try.

This is a terribly important area—and in it I give to you a secondary suggestion which may be of benefit. That is the suggestion of publishing a newspaper. I am not talking now of house-organs (though these have their very real place in your program). I am not speaking of some completely amateur job with the quality of a high school monthly. I suggest rather a real newspaper which will competently present news of special interest in such a way that its every column will be teaching

attitudes between the lines. A newspaper where ordinary activities of blind persons are not treated as marvels of the age—where blind success stories and blind failure stories make news together—where blind heroes have their place with blind heels—a paper where a philosophy of blindness is hammered home in every issue—a paper which does not have a prate of the normalcy of blind persons because it so obviously knows it to be true, and because its whole work is one of helping the families of blind persons to assist them and allow them to become and remain normal.

If now we have taken care of our programs, ourselves, our staff, our volunteers, our clients, and their families—if we have started on this problem, so that they do not in their actions or their appearance, negate all that we would like to develop by way of public understanding—then perhaps it is time for us to call in the public relations expert and proceed to the problem of *developing public understanding about the blind*.

Publicity Must Conform to New Reality

Before our expert goes to work, however, there is going to be one last step that we will take by ourselves or in conjunction with him. That is clearing up our releases, our booklets, and pamphlets, and all those statements of policy and attitude by which—directly or indirectly—we influence the public and its understanding about the blind.

If we believe that our prime job is to assist the blind individual to find his place in the sighted community, then by no stretching of conscience can we allow ourselves or any agents of ours—in fund raising literature, or at fund-raising time—or for that matter, at any other time—to set up barriers to the blind persons' progress or acceptance.

This has been stressed so much in recent years as to need little more than mention here. Yet there are still agencies for the blind which are putting out the most wretched and heartrending appeals, replete with generalizations about the poor people who are blind.

Perhaps this is most notable when some of the smaller groups (and to a degree some of the larger ones, too) begin raising their money for the prevention of blindness, and of the blinding eye diseases. For, it seems now to be an established tradition—practically a *sine qua non* with the anatomical fundraisers—in raising money to prevent a disease, to convince the public of the horrors of it.

And then there are all the agencies which stress the fact that they give things “free to the blind,” or “entirely without charge to the blind person.” Certainly this does little to build public confidence in the blind, or to *develop public understanding about the blind*.

Last year our own agency (we all come back to ourselves—except that I am not telling you about our admitted mistakes)—last year our own agency distributed a large number of posters in connection with the white cane law. The posters noted that the agency had white canes “available to *all* blind persons—furnished without charge to the needy.” Many of those who wrote for canes received for the first time our billhead (on which they were charged for the full amount the cane cost the agency) and noted the words printed at the bottom of the billhead—words that go something like this:

“Because we respect the dignity of the individual blind person, we also respect his right to pay for what he orders, when he is able to do so. We also know that in our society many persons who are blind are not in a financial position to pay for some of the necessities of life. If this is your case,

simply return this billhead with a checkmark in the place indicated, and this bill will be sent back to you by our social service department receipted paid."

The result? A few blind people are talking loudly against the agency. A few people in agencies for the blind who heard what we were doing are only just now recovering from the shock. And, a number of blind people have decided they will get their canes from us in the future—whether by the money or the checkmark method.

So much for the giving of handouts—"free to the blind."

The Problem of Semantics

There remains one grave problem—the problem of semantics. What words are we going to use?

I don't believe that you solve a single problem by changing the word "blind" to the word "unsighted." This is just a way of trying to run away from reality. It no more works than trying to change the name of a shop from "sheltered" to "specialized"—while still keeping it sheltered. Or trying to change the word "segregation" into the word "separation"—if you are still keeping blind persons segregated from normal family life, normal social life, normal recreational life, and from normal competition and co-operation with their fellows.

In the area of semantics, however, there still remain two words especially to be avoided. The first of these is the word "affliction"—and here my difficulties are largely theological. For, the word of its nature, and by its derivation, suggests *punishment*. The step from punishment is on to sin, and guilt—and then to the notion that the person is somehow responsible for his own blindness. And thus, its very use is wrong, since the things that it connotes are false.

The other thing that I speak of as in the area of semantics is more than a word. It is a whole concept. I speak of the concept of light and darkness.

I know the whole controversy I am getting into. I do not, you may say, go into it blind. I know the controversy but your committee asked me to speak today on *developing public understanding about the blind*. And it is my strong belief that as long as this concept stands in the way, we will never begin to develop public understanding—for understanding is more than knowledge, and emotional problems can stand completely in the way of its development.

Yes. I know the controversy that I am getting into. I know that much time has passed since Cutsforth and Chevigny developed their thinking on this point—and that many agencies have done nothing about it, except to get angry.

I know that, in that period, new agencies have come along, which have used the concept in their title, in their mottoes, on their letterheads, in their symbols, and in their tear-jerking literature about the world of darkness.

To some of you then, this must be a final blow in this jeremiad—attacking your very title to existence. Could I skirt it? Should I avoid it? Should I steer my course away from it? Not if I am going to state here the things that I believe are absolutely essential in *developing public understanding* about the blind.

From history's dawning, darkness has been equated with evil, ignorance, and sin; with intrigue, and terror, and the fear of the night. And Lucifer (the Light Bearer) became in his fall the Angel of Darkness.

Throughout literature and human tradition, light has been coupled with life itself—*Phos* and *Zoe*—*Lux* and *Vita*—*Light* and *Life*. Light has been equated with goodness, with truth, and

(in the wonderful Eastern theology of Light) with God Himself.

In view of all this, will you allow yourself to believe that you can equate darkness with blindness, or light with sight, without terrible (though unwitting) dis-service to the blind?

Remember that thousands of blind persons will back Cutsforth and Chevigny in their thesis that a life of blindness is not a life of darkness. (And remember, too, how few of your caseload, how very, very few under the present misleading definition of blindness are truly without light.)

If you by any use of the concept should tend to build on this notion that light and sight are one, that darkness and blindness are to be equated—then all history, all tradition, almost human nature itself will go to work on the understanding of the public to make them believe—or at least vaguely feel—that a life of blindness is also a life of gloom, of horror, and of sin.

Fellow members of the American Association of Workers for the Blind, my years in this field now number sixteen—sixteen interesting years in which I believe that I have seen much of ferment, much in process of growth. In the last few of these years, it seems to me that there has been developing a real surge of common understanding, or at least of much new thinking. It seems to me that in these latter days, the issues are being drawn with increasing clarity—and the time is close at hand when we must choose our positions, and stand up to be counted.

The real job of *developing public understanding about the blind* is ahead of us, but not too far ahead. In some ways we might call it the final step in the emancipation of the blind.

It is a vast job indeed—and of inestimable importance.

But its beginnings must be in ourselves.

So let it be!

Interpreting the Needs of the "Special Child" to the Parents and Children of the "Normal" Group

MARIANNE J. WOLMAN

WE BELIEVE THAT A good way for our children to learn about people is to let them grow up in an atmosphere where they feel that they belong, that each is a worthwhile person in his own right. By accepting a number of children with special needs in our schools, we hope to be able to help all our children gain acceptance of differences. People are not all alike, some are tall, others short, some learn quickly, others slowly; some are aggressive, others shy. The skin color of many is light, of some it is dark; most of the children see and hear well, but a few do not. We hope that if young children learn to accept differences of any kind in such a matter of fact way, it will help to eliminate many of the prejudices we adults have. These prejudices, or let us say generalizations which many of us have acquired, have originated mainly because we do not know enough people who are different from the majority.

It is not my purpose to point out the importance a group experience has for those children who have special needs, but rather to describe ways and means of interpreting their needs to those who are in the majority. In our school which is attended by more than 100 boys and girls from the ages of two to six years, we have accepted a small number of children with slight brain injuries, with emotional disturbances, and some who are blind. The attitudes of the parents of the "normal" children are of different degrees of acceptance and rejection. We have noticed that mothers whose relationship to their own children is good in general, showed little concern about the presence of our spe-

cial children; while the attitudes of those who are anxious, tense and worried about their children is more rejecting of the children who are different.

Parents' Attitudes

The following are examples of parent's attitudes:

1. There were some parents who although they spent a considerable amount of time watching the whole group, were unaware of children who had special needs, until they were pointed out to them. (They would say for example: "I didn't know this child was blind, until you told me.")
2. Others made remarks that indicated pity for the special child and admiration for the mother, who had the courage to expose her child at an early age to a group experience. (They would say: "How terrible life must be for this blind child—I am surprised his mother sends him here. He could easily get hurt among all these children.")
3. Many of them have been surprised at how well the special children get along in the group, and have considered this experience valuable for their own child. (They would say: "It is wonderful how well this child gets around; there are so many things he can do just as well as the others.")
4. A few felt that the child with special needs made too many demands on the teacher's time, thus cutting the others short.
5. Only a few were concerned about the influence this exposure might have on their own children, or how deeply it might effect them.

Children Accept Differences

One mother came to me and said: "Don't tell John that this child is blind; he is very sensitive and it would upset him terribly to know that there is such misery in the world." I promised not to mention the fact to John unless he asked about the child and I tried to reassure her that her son would not be upset in the least, it was she who felt anxious.

Children's Attitudes

Very soon after our conversation John asked some questions about the blind child. I answered him explaining as well as I could and in words he could understand, what it meant to be blind. Toward the end of the school year I asked John's mother whether he had said anything about his blind playmate at home. She said he had said nothing and thanked me for not having burdened him with explanations. When I pointed out that John was well aware of the blind child's handicap, and that his attitude toward this child was matter of fact she was greatly surprised. Soon after that she told me that this incident had changed her own attitude.

There has been some concern in regard to children acquiring some of the habits the children with special difficulties exhibited: walking with head



bent, eyes rolling or closed, (typical for blind children), unsteady walk, and defects of speech (as noticed in the brain injured child.) We agreed that children might imitate habits which deviate from their own, but since these habits do not originate in their own defectiveness or need, the children would soon give them up. Children don't suck their thumbs or bite their nails for any length of time because they see others do so; they do this because of their own special needs. We have actually seen some of these imitative habits occur and soon disappear again.

Teachers' Attitudes

We teachers have really had very little to do in interpreting the needs of the special child to the parents of the other children. We explain the child's difference to the best of our knowledge when they ask questions. We let them observe the children's attitudes of acceptance toward the child with a handicap and point out the value such experience might have for their own children. It is possible that the parents of our school are more acceptant and more aware of children's



needs than other parents. We have heard remarks such as: "I am glad my child will feel less ill at ease in the presence of people who are different, than I do."

We have found that the degree of acceptance or rejection of the child with special needs is closely related to the feelings the teachers themselves have in regard to them. It is usually the teacher who sets the emotional climate in a group. Since working with handicapped children in a "normal" group was a new experience for most of us, we felt rather insecure in the beginning. Our own insecurity was then picked up by adults and children alike, and resulted in over-solicitous, over-protective attitudes which were not sound. As soon as the teachers learned to know the level of development and the degree of the handicap in each child, they relaxed and in turn the atmosphere lost all signs of tension.

In interpreting the child who is different to a group of children, we use the following techniques: We never "prepare" the children before a child who is different enters the group. We give them a chance to find out for themselves whether they need help from the adult to understand the other child's difference. Only when a child asks a direct question, or when we see a puzzled look on his face because he does not get an answer to a question he has asked the child who has not learned to talk or whose reactions are very slow—we say: "He does not answer you because he does not yet know how to talk; he will learn pretty soon; he could string beads or work on a puzzle with you now!" When a child holds out a toy to a blind child who just stands and does not reach for it, we say: "She can not see the toy with her eyes, you have to put it into her hands. She can not see your pretty dress, but she can

feel it." Explanations of this kind are sufficient for the "normal" child and he soon finds for himself that although his playmate is different in some ways, he is just like him in most other ways.

"She Sees with her Hands"

The casual and matter-of-fact way in which non-handicapped children learn to accept differences is best shown in instances we have observed with our children such as the following: watching a blind child going carefully over the surface of a bicycle with her hands exploring every part of it, the sighted child said, turning to her mother: "She has to do it this way because she sees with her hands." Or a little blind boy pushing a doll buggy ahead of him, bumped hard into David riding a tri-cycle. David's hands hurt and he cried bitterly. The teacher reassured him that this had just been an accident. The blind boy walked over to David and said: "I am sorry. You know I cannot see you, but you forgot to say Hi to me." David looked at him and then rode away. Still sobbing he turned back and said, "Hi Donny"—he had understood. A little girl who had asked about a blind boy's eyes (which she incidentally called dead eyes) said, when a new blind girl entered our group: "She cannot see with her eyes just as Donny cannot see with his eyes, but she can *feel* my pretty curls." The next time the blind child came to school the little girl walked over to her, took her hands, put them both on her head and said, "Feel my pretty curls, I am Helen."

It is easier than we think. Young children have no stereotyped ideas about people who are different. Experiences with special children along with adult guidance will help them learn to accept people for what they are—just like you and me in most ways though different in others.

The place of a

HOME FOR THE BLIND

in a Rehabilitation Program

FRANK JOHNSON

and

BYRON M. SMITH

WITH the expansion of work for the blind in the last few years, the problem of housing rehabilitation trainees has been a very significant one. In many instances trainees had to wait for months before beginning training programs because they could not secure adequate housing near the training center. This was the case in our own state of Minnesota and many efforts on the part of the agencies for and of the blind, as well as other welfare agencies in the community, were put forth in order to secure adequate housing arrangements for those men and women who came to Minneapolis to secure training. The results, however, were inadequate and a special multiple housing project was recommended.

A New Concept

In speaking of a home for the blind, we realize that throughout the past the so-called home for the blind has often been looked down upon, largely because such homes tended to make for segregation of the blind. Therefore, at the outset, we would like to consider the home for the blind in a new setting.

In Minnesota there has been at least one home for the blind for about 28 years, but it was not until 1946, with the development of a new home in downtown Minneapolis, that the Com-

munity Chest and Council became a participant in a housing project, and the responsibilities for the home were shared by sighted persons as well as by the blind. This was the turning point in integrating the work of the home with the community. Prior to the affiliation of the home with the Community Chest and Council, a complete study of the needs of the blind in Hennepin County was undertaken and further recommendations for expanding the housing project were made.

To meet the increased need for housing and to alleviate a serious fire hazard an old frame structure, which had formerly housed about 50 blind persons in downtown Minneapolis, was sold and the Field Hotel, a fireproof brick building was secured in the summer of 1949.

The physical plant of four floors contains 120 rooms, including a first aid room, a modern dining room, a well equipped kitchen and comfortable recreation room and lounge. It is located within easy walking distance of the business section and is convenient to transportation lines. Most of the rooms are for single occupancy; some are large enough to accommodate two people; some have private baths. The administrative head is a college graduate who has had special work in the welfare

field. He is ably assisted by a totally blind counselor, who has had a great deal of work experience in private industries as well as in day-to-day contacts with other blind persons. The staff includes three nurses who take care of the medical needs of the 125 residents, of which at the present time 90 are visually handicapped.

It is interesting to note the association between the visually handicapped residents and the sighted residents who live in this home. It is believed that this friendly association has been of significant help to both the visually handicapped residents, as well as the sighted people who become better acquainted with the capabilities of blind persons.

Each resident must have a complete physical examination prior to entry to the home. Three distinct types of persons are accepted. First of all, there is the able-bodied, visually handicapped person who is at the home temporarily for training or job placement. As he becomes more capable and is able to travel about the community every encouragement is given him to find his own home. The monthly rate paid by this type of resident is presently \$55.00 per month for a double room with board and \$63.00 for a single room. This rate makes it possible for trainees and workers with low incomes to have comfortable housing within their means.

The second group includes persons with special medical needs, such as diet and laboratory tests, and those whose medical requirements are of a minor nature. These are individuals who may be working, awaiting job placement or in training under a rehabilitation program. The rate currently charged for this type of service is \$75.00 per month.

The third group includes the older or physically disabled individual who has various medical needs and is no

longer considered employable. This is commonly known as the ambulatory rest home type of case and receives supervised medical care under the direction of our nurse and the client's physician. Complete care for such cases is given for \$130.00 per month. This is considered lower than rest home charges in Minneapolis. The Minneapolis General Hospital is located within two blocks of the home and there is a fine working relationship between the two staffs with the superintendent of the hospital serving on the Board of Directors of the Minneapolis Society for the Blind which directs the administration of the home.

Personal Independence and Social Integration of Residents

The residents of the home are encouraged to do as many things for themselves as possible. Even those on rest home care engage in supervised activities, to keep as active as their physical capacities will permit. Trainees and workers living in the home are expected to care for their own rooms; automatic laundry facilities are available and many of the residents care for their own washing and ironing. The residents on each floor elect a leader to work with the staff in maintaining proper discipline, and to plan for social and recreational activities.

Having both men and women, young and older people, living under the same roof might seem to some to be a challenging situation. However, through effective supervision, the Minneapolis Home for the Blind has demonstrated that blind men and women, both old and young, can live together happily, with their sighted friends and maintain the respect of the supporters of this program.

Numerous recreation and social activities planned for the residents include group reading, listening hours

devoted to musical records, weekly afternoon parties with refreshments and religious hours for the various faiths represented. The residents are encouraged to go out with their friends, and with the help of many excellent volunteers, even a good number of the older residents get out to church regularly and follow through on their own particular recreational interests. The entire program operates on the theme of urging the residents to move out into the community to satisfy their needs rather than to bring everything to the home and thus restrict their mobility.

The location of the home was decided upon after considerable discussion with the blind and their choice of location has borne out the fact that blind persons do not care to be set aside in some far off part of the city where transportation is not readily available. Trainees and workers who are engaged in the various programs at the Minneapolis Society for the Blind must make at least one transfer in the loop area, thus getting good experience in traveling daily between the home and the training center.

Community Support

Our program has been greatly aided by the fine support of civic groups. The Odd Fellows and Rebekahs have sponsored the furnishings and upkeep of the rooms on the first floor. The Minnesota State Sunshine Society has generously assisted in the remodeling of

the lobby and office area, together with the furnishing and upkeep of the second floor. The Minneapolis Kiwanis Club has taken over similar responsibilities on the third floor. The Minneapolis Junior League remodeled and furnished a comfortable lounge where the residents can relax and visit with their friends. Not only have these groups made it possible to have comfortable surroundings, but their never-ending enthusiasm has extended into participation in social and recreational activities for the residents.

The purpose of the home is to provide low cost housing to visually handicapped people, as well as to serve our community. As we look back over our experience we believe that this purpose has been well served. Comfortable living facilities are available to visually handicapped persons while in the community for short training programs, older blind men and women have adequate medical attention along with pleasant surroundings; and about 30 sighted people retain their hotel accommodations in our building. This association between blind and sighted has been stimulating and wholesome for both groups. Truly it has assisted in the total rehabilitation effort, since it has brought about a better understanding on the part of all. This, we believe, makes for good community participation and certainly assists greatly in the widening of horizons for our blind friends.

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FREEDOM for Handicapped People

BY ALFRED L. SEVERSON

WHEN A HANDICAPPED client comes for help to an agency for the handicapped he is in a position of inferiority which is dangerous for him and dangerous for the worker counseling him. As a physically handicapped person he is subject to the continuous pressure to feel inferior in a society that glorifies bodily perfection. As an applicant he is asking for help from a person to whom he cannot reciprocate help. The result is a strong tendency for the handicapped person to lose a hard-to-define but very real freedom—the freedom within himself as a man to look the world in the face as a man. The chains of society attitudes and dependency for help tighten and in their tightening there are bound to be reactions.

The danger to the worker is the insidious development of false feelings of superiority and dominance which, while they may seem to himself to make him more of a person, actually make him less of a person. A physically handicapped worker in an agency is in a more dangerous position than one who is not handicapped. There is the pressure to emphasize the superiority that comes from the position to off-set the tendency to feel inferior because of his handicap.

Perhaps the saddest commentary on this situation is found, on the one hand, in clients who have a resentful

or grudging attitude toward the agency which helped them and, on the other, in workers who complain of the lack of appreciation by clients. Workers who finally become too domineering are, we hope, dismissed. Clients who become too grudging may wither into a bitter isolation from society or become what might be called “professional handicapped people”—people who make it a profession to hold up the banner of the handicapped against the agencies in particular and society in general. In so doing they achieve their own self respect.

Competent workers minimize the danger to the client and themselves by being completely aware of what is involved and by actually behaving on the basis of certain knowledge. They know that every client is in some real way superior as a person to them. They know that receiving help which cannot be requited always tends to degrade but whether it does or not depends largely on the worker himself. They know that they are not working for appreciation from the client but as agents entrusted to do an important job by society—a society which includes hundreds of thousands of handicapped people. They know that in the relation between client and worker there should be for the client a “golden spot” free from all crippling attitudes so often directed against handicapped people. They know that it usually is a crisis experience for a handicapped person as

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he comes for the first time to an agency and that the worker's understanding, insight, and respect are being subjected to the most severe test by the client in the crisis.

They know that with every client there is some fragment of the amazing perplexity of life, the twists of fortune,

and the versatility of human beings, which has humbled in the most profound sense the greatest minds of all time, and which furnishes the common basis on which worker and client meet as man to man and which frees both of them for a continued personal growth and development.

Team Work Approach in Ohio Services

for the Preschool Blind Child

EDITH H. MONROE

HOW DOES OHIO HOPE to help its "wee" citizens who cannot see? The Division of Social Administration established the position of Co-ordinator of Services for Preschool Blind Children as an added assurance to every parent of a child who was deprived of his sight that the child would have the best possible chance to grow into a happy, well-adjusted citizen. Services provided through public and private health, education and welfare resources are participating in the attempt to give the special help needed by any parents of a preschool blind child.

An advisory committee was appointed by Mr. Robert B. Canary, Chief of the Division of Social Administration, to assist the Co-ordinator in developing a plan whereby all resources available in the state would be fully utilized for the greatest benefit of all persons concerned. The members of the Advisory Committee (listed at the end of this

article) are especially well qualified by their knowledge and experience to provide excellent guidance to the new program.

Advisory Group Includes Parents

Two parents of two preschool blind children serve on the Advisory Committee. This mother and this father have felt the shock of realizing that their prematurely born babies would never be able to see. It was not easy to accept this fact. Of course, the parents obtained for their children the best medical treatment and advice available. They learned that retrolental fibroplasia was a comparatively new problem, connected with prematurely born infants. This eye condition was recognized only 12 years ago and is responsible for the increasing rate of blindness in all children of preschool age. At present research efforts have failed to discover the cause or the cure of this disease which accounts for the largest percentage of blindness of children of preschool age.

Reprinted from *Public Welfare in Ohio Today*. June, 1954.

Each of these parents now know that acceptance of the baby's blindness and understanding of their own unhappiness started them on the way to learn how to live comfortably and happily with the child's handicap. They found that their blind babies had the same basic needs and reacted just about the same as the other children in their families and neighborhoods. With relaxed confidence and plenty of healthy mature love to give them, they are now sure that their blind children have the potential capacity to grow and enjoy a full happy childhood. Both children attended nursery school this year with their little friends in their own neighborhoods. There will be individual differences, as in all children, and different problems to meet. You can be sure that Carol Cooper and Judith Lass will meet their new problems with confidence and with the knowledge that their parents, Mrs. Edward Cooper of Dayton, and Mr. Herman Lass of Cincinnati, are working with many other parents and doctors, nurses, educators, child welfare workers, counselors and other interested citizens to facilitate the necessary services to help five hundred or more preschool blind children in Ohio.

Dr. Margot Hartman, Chief, Division of Child Hygiene, Ohio Department of Health in Columbus, and Dr. Anita Gilger, ophthalmologist from Cleveland will provide valuable assistance on the advisory committee when the usual, as well as the special health and medical needs of these preschool blind children are considered.

Mrs. Hazel McIntire, Director of Special Education, Ohio Department of Education and Mr. W. G. Scarberry, Superintendent of the State School for the Blind will add a wealth of knowledge and information for the use of the advisory committee. Mr. Scarberry has devoted over twenty-two years of

service in the area of the education of blind children in a residential setting. Mrs. McIntire, with a broad concept of educational opportunities for blind children has introduced extended special educational services for the blind and visually handicapped child into the public schools throughout the state. During the 1953 legislative session a law was passed permitting boards of education to make available educational opportunities for the blind child over three years of age.

Miss Harriet Totman, Visiting Teacher, Cleveland Board of Education, is probably one of the first people in the state to devote full time to helping preschool blind children and their parents. She is the author of several articles on this subject. Her contribution in this area of work has earned an international reputation. She provided counseling service to parents of preschool blind children in the Cleveland School District before 1930. Ohio is indeed fortunate to have Miss Totman's advice so conveniently available.

Miss Leontine Young, professor of casework at Ohio State University also has nationwide recognition as a person with great understanding about "why" children and adults behave as they do. As a committee member, Miss Young's knowledge and experience concerning the use of relationships through which people can help themselves to meet their life situations more satisfactorily will be most valuable.

Miss Jane Cartwright, Executive Director of the Lucas County Child Welfare Board in Toledo has been concerned about and successfully helped children and parents to meet some of their problems and live happier lives. She has also interpreted the needs of children and given community leaders the encouragement conducive to provision of resources to help children in Lucas County.

Mrs. Edna Logan, caseworker for the Family Service Association in Warren, Ohio, is a professionally qualified caseworker with first hand experience in working with children and parents to solve some of their difficult problems. Her point of view will add a well balanced contribution to the planning for local services.

The names of Dr. Herschel W. Nisonger, Director of the Division of Special and Adult Education at Ohio State University, and Mr. Allen Sherman, Director of the Cleveland Society for the Blind, are almost synonymous with services for preschool blind children. Over four years ago their attention and concern was directed toward the lack of suitable provision for helping parents during the early development period of their blind children's lives. The soundness and effectiveness of Dr. Nisonger's and Mr. Sherman's thinking and planning was in evidence when the Advisory Committee held their meeting on May 27.

Prior to the appointment of the Advisory Committee there was participation by many individuals and agencies to affirm the need for co-ordinating all efforts toward providing adequate services for preschool blind children and their parents. Miss Mildred Smith, the Division of Social Administration's Supervisor of Home Teachers for the Blind, contributed her thinking about how some of the personality difficulties confronting the adult blind person could be avoided if counseling and constructive learning opportunities were provided as early as the child's blindness was discovered. Groups of parents in some parts of the state played and will continue to carry an important role in determining and planning for the services most urgently needed to help them. With the enthusiastic support of the parents and other interested citizens, the Ohio Council of Agencies

for the Blind appointed members to serve on the Ohio Committee for the Preschool Blind Child. This committee interested the American Foundation for the Blind in conducting a "survey on the needs of the preschool blind child and his parents in the state of Ohio." The report of the survey provided the basic facts concerning the incidence and nature of the problems faced by preschool blind children.

Guiding Principles

At its first meeting the Advisory Committee discussed how it would be possible to obtain a complete and accurate registry of all blind children and how all information and services could be co-ordinated to be of greatest help to parents. There was unanimous agreement that the name and any information concerning a child included on the register should be held confidential and should be shared with others only with the consent of the parent. Five basic principles accepted by the committee were as follows:

1. The focus of the services will be kept upon the individual child's total development and needs with the long range view that he become a "sturdy, competent adult who can live comfortably, profitably, and happily in the world with others."*
2. Parents have the right and the responsibility as well as the potential capacity to decide the best plan for their child's health, education and welfare.
3. Pertinent facts and information concerning all factors relating to the blind child's total adjustment must be as comprehensive and accessible as possible in order for the parents or others concerned to make the most constructive choice of all resources available.
4. Emphasis will be placed on inter-

*Esther L. Middlewood, in "A Child—Though Blind," *New Outlook for the Blind*, March 1954.

preting the co-operative services necessary to help the preschool blind child and his parents so that there will be a growing understanding and support to provide improved or extended services in keeping with the problems presented.

5. While we strive to understand and provide services to meet satisfactorily the physical, emotional, mental, spiritual and social needs of each preschool blind child, we cannot escape the responsibility to share in improving conditions conducive to the healthy growth of all children of preschool age with whom the blind child will grow up and with whom he will establish a pattern for all his future human relationships.

It is now well recognized and accepted that a child who is blind is first of all *a child*, with the same basic needs of all children. "The problem of the parent of a blind child is unique only in that the methods of meeting the child's needs must be adapted to the blind."* And so it is, when we consider what are basic services for all children and families in each community. Professional persons from the various disciplines of health, education and welfare can work together to adapt their methods of helping all children so that there will be adequate services available to help effectively blind children and their parents.

Parents may request information about services by writing to the co-ordinator if they are uncertain as to where they may obtain special help with any problems centering about their preschool child who is blind.

In the future, as in the past, the spirit of co-operation and teamwork will prevail. *Always*, the individual child and what seems best for his total life adjustment will be the most important consideration.

The State-Wide Advisory Committee for

Preschool Program in Ohio consists of the following persons:

Miss Edith H. Monroe, Co-ordinator.

Mrs. Edward Cooper, Parent, Dayton.

Mr. Herman Lass, Parent, Cincinnati.

Dr. Margot Hartman, Chief, Division of Child Hygiene, Ohio Department of Health.

Dr. Anita Gilger, Ophthalmologist, Cleveland.

Mrs. Hazel McIntire, Director of Special Education, Ohio Department of Education.

Mr. W. G. Scarberry, Superintendent, Ohio School for the Blind.

Miss Harriet Totman, Visiting Teacher, Cleveland Board of Education.

Miss Leontine Young, Professor of Casework, Ohio State University.

Miss Jane Cartwright, Executive Director, Lucas County Child Welfare Board, Toledo.

Mrs. Edna Logan, Caseworker, Family Service Association, Warren, Ohio.

Dr. Hershel W. Nisonger, Director, Division of Special and Adult Education, Ohio State University.

Mr. Allan Sherman, Executive Director, Cleveland Society for the Blind.

N. Y. Jewish Guild Institute

The Social Services Department of the New York Guild for the Jewish Blind, 1880 Broadway, New York City, will hold a one-day Institute for professional workers, October 29th at the Guild headquarters, from 9:30 A.M. to 5 P.M., centering around the services for blind children and services for the older blind adults. Programs will be sent upon request.



Students Enrolled in University of Texas Courses



Students Enrolled in Pre
Syracu

1954 Teacher-Training Program

DURING THE SUMMER of 1954 the American Foundation for the Blind sponsored professional training courses at three universities located in different sections of the country. These institutions were selected according to the Foundation's regional planning program. Each university had asked this organization to help in the development of professional courses in the area of education of blind children. Because the requests for personnel have been so great, it seemed wise to conduct three programs in one summer, and to plan each of them differently.

For example, one course was designed for teachers and administrators who serve in a residential school setting; another was set up to meet the needs of preschool workers; and the third to help in public school programs where blind children are educated with sighted children.

It is gratifying to know that many of the people participating in the courses were actually engaged in public

school systems, residential schools for the blind, and in various types of agencies serving children. There were also people majoring in the broad area of special education who enrolled in the courses for the purpose of gaining more professional information concerning blind children.

Various workshop techniques were used in all of the courses, particularly in the area of methods of procedure. There were courses in the diseases of the eye and their educational or social implications offered at each of the three institutions. Of the two courses designed specifically for teachers of blind children, there was one in the teaching of braille with related methods of instruction.

The use of films, visiting lecturers, and field trips to schools, agencies, and hospitals served to increase the opportunities for broader experience for the students. At two of the universities, there were opportunities for observation of blind children participating



Workshop Conducted at
University of Texas



Students Enrolled in University of Cincinnati Courses

with sighted children in regular demonstration schools.

To facilitate the shipping of exhibits and library material from one institution to another, all courses were planned so that there would be no conflict. They were also scheduled so that they would not conflict with the meeting of the two national organizations of special interest to those who work with blind children.

The first courses offered during the summer were at the University of Texas where forty-five participants enrolled in an intensive three-week session. They came from different states which included Florida, Georgia, Indiana, Maryland, Montana, Texas and Wisconsin. The staff of consultants included personnel from the Arkansas, Oklahoma, and Texas residential schools for the blind, along with representatives from national public and private organizations.

Out of the group of 45 participants in the workshop at the University of Texas, there were 26 teachers from residential schools for the blind, twelve public school teachers of blind children

or from other areas of special education, and three principals from schools for the blind. The remaining group represented graduate students in special education, preschool workers, and speech therapists.

The second program was offered at Syracuse University, and was designed specifically for preschool workers with blind children and their parents. The workshop consisted of four preschool counselors, three elementary school teachers from residential settings, two nursery school teachers, and one teacher of partially-sighted children, who represented the following geographical areas: Colorado, Georgia, Maine, Minnesota, Missouri, New York, Texas and Washington. In addition to the American Foundation consultant assigned to this project, the staff of Syracuse University Medical School in Pediatrics and Ophthalmology were most helpful. Other lecturers were engaged in the interest of an interdisciplinary approach.

The third course for the summer of 1954 was set up as a five-week session and conducted at the University of

Cincinnati. There were 23 students, of whom 21 participated in the workshop. They came from California, Florida, Illinois, Indiana, Michigan, Ohio and Washington. These participants included 14 teachers from public schools. They are either engaged in a program for blind children or they are preparing for a future position. The other members of the group were composed of a state supervisor of special education, a city supervisor of special education, representatives from agencies serving children, a member of a state university staff, a mother of a blind child, and two Catholic sisters from a parochial school.

It is a pleasure to know that so many people are attempting to secure more preparation in an effort to meet the needs of blind children. It is only hoped that there will be more opportunities for year round courses as programs in the area of special education are developed in teachers colleges and schools of education in the various universities. It is especially interesting to know that there is serious consideration given to the importance of regional planning in all parts of the country. Blind children, while on the increase in numbers in our schools, really comprise a small number of the total population of exceptional children. For this reason, the professional careers will not be numerous, and it is of great importance that they continue to develop the highest quality both in their course content and in their laboratory facilities.

—Georgie Lee Abel

BVA Honors Employers of the Blind

❖ Three employers who have recognized that blind people can be capable and efficient employees were presented with Employer of the Year Awards by the Blinded Veterans Association at a

banquet during their annual convention in Toledo last August.

The Chevrolet Cleveland Division of General Motors Corporation, Johns Hopkins Hospital, Baltimore, Md., and the San Antonio Air Materiel Area, Kelly Air Force Base, Texas, were the employers honored.

The blind workers at the Parma Chevrolet plant are employed as sub-assemblers on power glide units, as assembly line workers, and as machine operators, producing parts for the assembly department.

Blind workers are placed in jobs according to their skills and interests. They are not kept together on a segregated basis, but are scattered throughout the plant working alongside their sighted fellow workers doing the same job.

The Johns Hopkins Hospital was cited for using blind dictation machine transcribers in its history room. These typists are called upon to do an accurate transcript of highly technical medical histories dictated by physicians.

Since the blind typist cannot look up complicated medical terms in the dictionary, the fact that they have been employed for many years is ample evidence of their ability and precision.

Approximately 11½ per cent of the large working force at the San Antonio Air Materiel Area have severe visual handicaps. The totally blind workers are employed in a wide variety of positions throughout the installation, ranging from mechanic-learner to highly paid tool gauge inspectors.

The citation which accompanied the awards reads as follows: "For recognizing ability instead of disability, and for maintaining personnel policies which allow blind workers to make the most of their talents and skills and thereby fill a useful and productive place in society."

Principles and Standards in Service for the Blind

ALEXANDER F. HANDEL

A VERY ACTIVE CONCERN about principles and standards of service for the blind was a primary motivating factor in the establishment of the American Association of Workers for the Blind. A review of the proceedings of the first meeting of this Association makes it clear that from the outset the membership was actively considering principles and standards of work with the blind. In his presidential address on August 23, 1905, Rev. Charles H. Jones asserted this principle, which it is well to recall today: ". . . that the obligations of the state were not met by pension nor almsgiving; but that simple justice demanded that these defective classes should be educated by the use of such means and along such lines as were best adapted to the limitations by which they were affected; that the question of 'Will it pay?' must ever be answered by the reply to that broader, holier question 'Is it right?'" Again the same speaker identified a standard when he called to the attention of the

members of the Association that in 1893 the state of Connecticut established as the amount to be expended for the education of a blind person the sum of \$300 per annum. Incidentally, if you apply the federal index to adjust this figure to 1954 terms, you will find that Connecticut was in 1893 appropriating the equivalent of more than \$1,000 per annum for each of its blind students receiving training. From that first meeting of the AAWB, to the present, every meeting of this organization has had as one of its principal concerns the further improvement of standards of service for the blind. Although only a few of the papers given have had either in their title or in their content the use of the words *standards*, *criteria* or *principles* the fact is that these matters have been and continue to be of major concern.

The original impetus and request for this study came from the AAWB. You will recall that at your Washington meeting held just a year ago today you recommended to the Board of Directors of this Association that the American Foundation for the Blind be asked to undertake this study. Pursuant to your recommendation the Board of Directors of the AAWB on October 13,

This paper, by Alexander F. Handel, Consultant in Community Planning, American Foundation for the Blind, was presented at the Group F sectional meeting of the American Association of Workers for the Blind convention held in Houston, Texas, in July, 1954.

1953, requested the AFB to undertake this task.

A careful review of this request plus an examination of the minutes of Group F and its subcommittee on "Criteria and Standards for the Ideal Agency," and the minutes of the Board of Directors of AAWB, makes it abundantly clear that the Association in requesting that this project be undertaken by the AFB was interested in a comprehensive codification of standards and criteria of services for the blind. Consistent with the primary purpose of the AAWB, as stated in its constitution and re-affirmed throughout the discussion that led up to this request, is the promise that this study would provide a base for developing and improving essential services for those members of our community who are blind.

If I may elaborate on this statement of basic purposes, I would like to suggest that there are several needs which we hope to be able to meet with a codification of standards. We believe that an identification of, and general agreement on standards will:

1. Provide a more trustworthy basis for the administration, supervision and appraisal of programs being carried on among the several hundred agencies serving the blind in the United States and Canada.

2. Help to further overcome the limitations of individualism and provide a basis for more co-operative enterprises within and between communities.

3. Help to commend to the public the validity and need for services when guided by sound standards.

4. Fourth, and most important, we believe that the codification of standards will help to bring to clients the quality and variety of services that they require and have a right to expect of a society committed to the principle of equality of opportunity for all its members.

Public Demand for Standards

Recent months have seen an increasing awareness of the importance of developing and maintaining high standards of administration and service on the part of social welfare agencies. It has become clear that with social welfare costs going well beyond ten billion dollars per year that the public, both as taxpayers and voluntary contributors, are insisting upon the establishment and maintenance of standards. You will recall the dramatic investigations which were held in New York last fall. This exposé of charity rackets resulted not only in state legislation requiring fiscal reporting, but in addition had an immediate and adverse effect upon fund raising by responsible nationally recognized organizations. This was followed (April 22-23) by a national conference on solicitations, sponsored by the Cleveland Chamber of Commerce in co-operation with the National Information Bureau. One of the unfortunate results of these developments is that, like so many other investigations, the emphasis was entirely placed on the most dramatic examples that could be found of bad or even vicious practices. Little attention was given to the fact that overwhelmingly private philanthropy is rendering necessary and valuable service, adhering to ethical and professional standards in both fund raising and service. It is evident that all of us, who are interested in meeting the needs of our blind citizens must first make sure that our own house is in order and then lend our efforts to the establishment and maintenance of the highest possible standards, first by our own example and secondly by extending a helping hand to our colleagues. The alternative to legally enforced standards is the adoption and maintenance of a code of ethics and standards which

would make legal regulation superfluous.

Group Standards Imply Co-operation

Mr. Barnett, as executive director of the AFB, in asking me to take a primary responsibility in fulfilling the request of the AAWB, charged me with the responsibility of serving as *co-ordinator* of this study. I have underlined the word co-ordinator. This was a wise choice of terms since it makes crystal clear that this is not a one man show. This is truly a project for all of us who are engaged in, or concerned with serving those of our fellow men who happen to be blind. Principles and standards for service can not be produced in an ivory tower; they should be based on the knowledge gained by experience in serving the blind, integrated with knowledge made available to us by a number of related professional disciplines and scientific efforts. That this is a project involving all of us was clearly recognized by Colonel Baker when he addressed the AAWB last year. In his address he indicated that: "We have now reached a point where we feel that we could contemplate the preparation of a textbook or manual in which we would undertake to formalize many of the guiding principles and techniques that could be recommended to us as authentic and effective in the organization and application of a good service program for the blind." You will note that throughout his statement he used the pronoun "we" and it is clear that he was not using this in an editorial sense. As I interpret it, he was stating that we have reached a point in the provision of services for the blind where it becomes imperative for us to stop and critically review our work with the objective of identifying for ourselves those principles and standards that we have learned have validity and if adhered to will produce the most

effective services for our clients. At that same meeting, Miss Townsend defined the terms "criteria and standards" and after using the dictionary definition at the outset of her talk, concluded with a most important elaboration in these words: "Standard is not only defined as a model, but as a long slender banner denoting leadership." It is evident from the minutes of your meeting and the minutes of your sub-committee that what we are seeking is an identification of standards and principles that express not only our experience but also our personal and professional goals and ideals.

I would like to make one other comment on Miss Townsend's paper in which she refers rather sharply to our failings, particularly to the unevenness in the development of our programs. She states that "a lack of standardization of services as well as an equal lack of unanimity of thinking has fostered many sporadic programs. . . . Some have grown fine in structure and usefulness, and some, too many, languish under the dust and cobwebs of the last century." In this statement she has identified a problem which is a hazard for every man-made institution. Social institutions are established to meet special need and are designed to express the social conscience and ethical values of a community. However, as Miss Townsend suggests, faltering hands may drop the long slender banner denoting leadership. To retain and advance the banner of service requires energetic and far-sighted leadership.

Standards for any human service or human project are subject to change. In this country we have, during the first half of this century, witnessed a revolution in our social institutions that to some extent has been a corollary to the technological changes that have occurred during this same period. On the one hand, as our engineers have

devised increasingly effective tools for measurement which have resulted in our having increasingly effective machines, so have the advances in our understanding of men and human relations resulted in our making continued progress toward such philosophical ideals identified in our religious literature as the brotherhood of man, and in our political philosophy as the right of all men to life, liberty and an opportunity for happiness.

The establishment of standards will not result in uniformity or sterile stability, but rather agreement on principles and standards will establish a base for communication and understanding among those serving or interested in meeting the needs of blind people. Our goal is to build a foundation, not a monument. It is important to emphasize that a statement of criteria and standards of service for the blind will not provide a blueprint that can be slavishly followed. Just as every individual requires services specifically designed to meet his needs, so every community must follow a pattern that is appropriate for its needs. Standards reflect the ethical and cultural milieu in which they are prepared and the knowledge available to those responsible for their preparation. Thus we may expect that standards will advance as rapidly as the knowledge available to us and the culture of which we are a part will permit.

Standards have their roots in current practice; however, they should be arrived at by a process of selection and agreement on the part of the practitioners whose findings rest upon the solid foundation of practical experience, and who being motivated by the ideals of service, are capable of looking ahead to increasingly effective ways of rendering that service.

A Requisite: Broad Knowledge

Not only must we have the help of all those in the field, but we must look outside in order to make use of the contributions of pertinent knowledge that our colleagues in the social sciences are making. One of the serious hazards in this era of specialization is professional and intellectual incest. Most of us are so busy in providing necessary service that we rarely find time to do more than skim the professional literature that comes our way. What comes our way is usually limited to literature directly concerned with our work. Often we are unaware of even major contributions that our colleagues working in related fields are making. Some of these contributions with but minor modifications can and should be applied to our own work. Whenever appropriate we should secure the advice and counsel of experts in such fields as sociology, anthropology, psychiatry, psychology, economics, genetics, etc.

Procedure

At this point I would share with you in abbreviated form my views on the methods that we can use to arrive at standards.

Among the various methods available to us in our efforts to arrive at standards are the following:

- (1) Research
- (2) The use of measurements derived from statistical data.
- (3) The description of good practice situations which are considered by experts in the field to represent good standards.
- (4) The review of community and agency studies conducted by experts.
- (5) The use of the committee process which arrives at a consensus of opinion among recognized experts in the field.

I would suggest that we utilize all these processes and sources of informa-

tion. However, since little is currently available under the first four sources listed above we shall have to put primary reliance on the consensus process. Specifically this would involve the following methodology:

Method:

1. Appointment of a National Advisory Committee with appropriate sub-committees.
2. Identification of areas of service for which standards are required.
3. Compilation of background data by professional staff.
 - a. Review of literature
 - b. Review of survey, statistics, and research.
 - c. Consultation with related professional organizations.
4. Submission of material to functional sub-committee.
5. Consideration of recommendations of the sub-committee by the National Advisory Committee.
6. Preparation of a report and recommendations for distribution to interested agencies.
7. Workshop open to all interested parties. Workshop will consider standards recommended by the Advisory Committee.
8. Revision of standards based on workshop findings.
9. Issuance of standards to agencies and the public.
10. Continuous evaluation of the standards with periodic revision.

What we produce will not satisfy the scholar because it will not be based on extensive scientific research nor will it satisfy the efficient busy executive who wants the answers as of right now or tomorrow at the latest. For what we propose to do is to follow a middle-of-the-road policy. We shall take the time to painstakingly gather together and apply to our specialized field the fruits of

science combined with the knowledge that has been gained and tested by experience. If we do our job reasonably well, we shall produce a frame of reference that will be useful and helpful to all of our colleagues and friends who are committed to the never-ending task of improving and developing their skills and techniques so as to more effectively serve the interests of their clientele. For some, the standards that we arrive at will be a base or foundation on which their present program will fit snugly and comfortably. These agencies will forge ahead, setting the pace by refining the standards that we have identified and arriving at new standards for the rest of us to emulate. For another group of agencies the standards that we establish will appear not as a foundation but as goals, to be achieved in the immediate or foreseeable future. To a few agencies these standards will be meaningless or fanciful. These agencies should be helped to discontinue those functions that they cannot carry effectively so that they may find constructive channels to express their praiseworthy humanitarian desire to be of service to their fellow men.

The experts, with some justification, have differentiated standards as ethical standards, logical standards and strategic standards. It is my hope and belief that we can, with your active cooperation, combine the idealism and moral values that motivate us with the knowledge and experiences available to us in such a manner as to arrive at practical and attainable standards. I am confident that we can achieve our goal if we keep in mind that the purpose of codifying and disseminating standards is to provide increasingly effective services for those of our fellow men whom it is our privilege to serve.



H. V. Kaltenborn

CELEBRITIES OF RADIO, TELEVISION, screen, the stage and public life are combining their efforts with those of the American Foundation for the Blind in a concerted attempt to bring a more realistic attitude about blindness to millions of radio listeners through this country.

Following their first series of 13 radio tapes made available to the nation's radio stations and agencies for the blind, called "Torchbearers" last winter, a second series, "Man with a Question" is now being prepared for distribution by October 15.

The following noted personalities have participated in intimate, informal interviews: H. V. Kaltenborn, Lowell Thomas, Charles Collingwood, Margaret Truman, Steve Allen, Dorothy Thompson, Eva LeGallienne, Raymond Swing, John Gunther, Peter Lind Hayes, Dr. Ralph Bunche, Dwight Cooke, and Leon Pearson.

"Man with a Question"

Dr. Gregor Ziemer, M. Robert Barnett, Lowell Thomas, Eric Boulter





Around the table from left foreground: Dr. Ziemer, J. Albert Asenjo, Miss Margaret Truman, M. Robert Barnett

They have discussed many phases of blindness with such leaders in the field work for the blind as M. Robert Barnett, Executive Director of the American Foundation, Ernst Jorgensen, Social Affairs Officer of the UN; Eric T. Boulter, Field Director of the American Foundation for Overseas Blind; Kathern F. Gruber, Assistant Director of the American Foundation; also Georgia Lee Abel, Albert Asenjo, Annette B. Dinsmore, Charles G. Ritter, Hulen Walker, all of the Foundation staff, and others. Gregor Ziemer, Director of Education at AFB, acted as master of ceremonies for the series.

These tapes, each 13 minutes, 15 seconds in length are open at both ends so the radio stations can give local references to any agencies in the area interested enough to avail themselves of the services being offered free of charge.

Each of these 13 presentations is a complete unit in itself, and each dis-

cusses a different topic. The H. V. Kaltenborn tape explores blindness in the world; Lowell Thomas asks questions about blindness in the Orient; Margaret Truman was informed about music in the life of blind people. Steve Allen asked about popular misconceptions concerning blindness. Eva LeGallienne discussed blindness among children; Peter Lind Hayes wanted to know about the place entertainment plays in the lives of blind people. Raymond Swing asked questions about the deaf-blind. Charles Collingwood discussed legislation for the blind. Dorothy Thompson was interested in modern concepts of blindness. Leon Pearson was curious about the Talking Book, etc.

Reservations for these tapes are now being accepted by the Department of Public Education, American Foundation for the Blind, 15 W. 16th St., New York. Many stations have already sent in their requests.

Science for the Blind in Recordings

THOMAS A. BENHAM

A PROGRAM IS NOW under way to determine the feasibility of putting science on records for the use of the blind. After this preliminary experimental period, it will be decided whether the idea is practical. If it is, then a serious effort will be made to find the means to finance a regular program of putting books and other scientific works on records. During this experimental phase, however, it is necessary to obtain comments, suggestions and ideas from all those interested in the scheme and to obtain an estimate of the number of blind people who would benefit by having scientific books available.

The following paragraphs will describe briefly how the tests will proceed and what the plans are for the future. The scientific material could take one or both of two forms. (1) Read scientific books onto records with special verbal descriptions given those parts of the book that depend on sight, such as diagrams, pictures, etc. This material should be read by someone who knows the subject matter and can translate diagrams into verbal pictures. These records should be of the 33 1/3 long playing type reproduceable on the standard talking book machine, have good fidelity, reasonably long life and be produced in sufficient numbers so that they can be distributed throughout the country. A person studying

from such records would be permitted to keep them over a much more extended period than the average Talking Book. They could be used as a part of college programs or high school courses or for home study. (2) Inaugurate a series of relatively informal lectures on science with sound effects introduced wherever possible. The writer, who has been blind since the age of two, has been teaching physics to sighted students for fourteen years. He has found that many visual effects of demonstration lectures can be replaced by equally meaningful sound effects.

Mr. Donald G. Patterson, Chief of the Division for the Blind of the Library of Congress, Washington, D.C., was approached relative to using the Talking Book facilities for financing and producing this material. Because the present demand is not great and because the Library of Congress funds are scarcely sufficient to meet the demands for the "popular" material that is currently being transcribed it was thought that the Library of Congress could not undertake this project at the present time.

A Good Beginning

The idea was submitted to the Board of Managers of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind, which is located

in Philadelphia. The members of this organization were enthusiastically in favor of initiating an experimental project whose purpose would be: (1) To study the existing technical material in braille or other forms, if any; (2) to produce some sample technical material on records; (3) to circulate this sample material among blind people who are qualified to evaluate it; (4) to make some estimate of the demand for technical material.

This organization is dedicated to educating the blind and producing published material for the use of the blind; however, there are not sufficient funds available to carry out such a program to its natural conclusion. Therefore, after the experimental period is over and if it appears desirable to produce technical books and/or lectures on records or some other form, it will be necessary to locate some organization that could finance it. The Board recommended that the president appoint a committee to carry out the details of the four points mentioned above and to place a modest sum of money at its disposal. The committee is as follows: T. A. Benham, Chairman, Professor of Physics, Haverford College, Haverford, Pa.; Mr. William B. McIlwaine of the Fidelity Philadelphia Trust Company, who majored in physics as an undergraduate; Mr. Charles Gallozzi, head of the Braille Division of the Free Library of Philadelphia.

Procedure

During this experimental program, the best way of presenting the material will be determined. The following thoughts will serve as a starting point. As complete a list as possible of existing scientific material in braille or recorded form will be compiled. This will be done by contacting the twenty-eight libraries in the country that cir-

culate material for the blind, the schools for the blind and the volunteer agencies for the blind that do transcribing and recording. A chapter or two of a typical college physics text will be recorded on tape and several copies made on 33 1/3 RPM discs, suitable for playing on Talking Book reproducers. These records will then be circulated among blind people in order to get their critical comments on the style of presentation. Similarly, a trial lecture will be prepared along lines that would be followed for completed works if the ideas prove satisfactory.

Future Plans

If the results of the experimental program do not dictate otherwise, complete works in the technical fields would be presented as follows: four or five technical books would be selected from the fields of chemistry, physics, electronics, mathematics and astronomy. A suitable reader would then be hired from the technical staff of a university or college, one who is best qualified to read aloud the material chosen. The reader would be acquainted with the problems of reading technical matter to the blind and those portions selected which would require special attention. The reader would be required to prepare a manuscript for properly explaining figures, diagrams, charts, photographs. These manuscripts would be read and approved before inclusion in the transcribed material. A suitable reading room would be established and equipped with a high fidelity tape recorder into which recorder the technical subject matter would be read. The recording would then be transcribed onto conventional 33 1/3 RPM records. Technical diagrams, charts, and equations in braille in pamphlet form would be included with the records. Specific reference to these pamphlets would be made in the recording.

A series of lectures on science entitled tentatively "Science Through Sound" would be prepared, aimed at the high school level. These lectures would be relatively informal talks with demonstrations and descriptions of the subject matter. A person would be chosen for the presentation whose voice and manner seemed to be satisfactory. The series would probably be most successful if done informally by someone who knew the subject and could fill in with the proper sort of patter rather than to present stereotyped, formally read material. Special apparatus would have to be made in some cases to provide the proper sound effects and special outlines and scripts would have to be prepared. "Informal presentation" does not mean 100 per cent ad lib.

The material would be thought out ahead of time, outlines prepared and even practice runs made so as to make sure the sound effects were adequate and the commentary was well spoken and conveyed the proper meaning. The first series would probably be on some aspects of physics or electronics. Later, some other subject such as chemistry could be tried. The level of attainment would be found in the average high school. Of course, higher or lower levels of presentation could be offered as indicated by the demand.

The successful execution of either the technical reading or lectures series would depend upon maintaining close contact with the Library of Congress, American Foundation for the Blind, the American Printing House for the Blind, Recordings for the Blind, Inc., volunteer services for the blind, schools for the blind and circulating libraries throughout the country and other interested individuals and organizations.

Help Wanted

In order to insure that the need for

technical material be met most efficiently, everyone engaged in science, or studying it or otherwise interested and qualified is urged to send ideas and to provide a list of all those blind people who could benefit by this program. Communicate with T. A. Benham, Haverford College, Haverford, Pa.

play

therapy

with

Blind Children

I HAVE FOUND PLAY THERAPY with blind children to be basically the same process that it is with children who see. Whether the child is blind or sighted, I see him in a playroom, which has in it sand, water, blocks, clay, dolls, puppets, figures of people and animals, toy automobiles and airplanes, and other materials. I view him as a person with his own individuality to develop, who will express himself and grow in his own unique way.

It is his right in the playroom to feel and display anger and hostility as well as positive feelings. It is my responsibility, with any child, to accept and be understanding of all attitudes simply because they are a part of the child as he is. It is my responsibility as a therapist to let him do things in his own way, to explore, to try things that are

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hard to do even though I might be able to do them more easily. At the same time, it is my responsibility as an adult to protect him from danger; it is also my responsibility to limit actions of the child which will interfere with the rights of others, including my own.

I have no plan for the hour. I do not try to teach the child. I try to be myself rather than to fulfill any role. But I see the content of the hour as determined by the child, and it is on this basis that I relate to him, with the degree of interest, warmth, and spontaneity that I feel at the time. Therefore, I do not offer inducements, I do not make up games for us to play, I do not try to get him to do anything. He may play with any materials, he may talk with me, he may choose to remain inactive and silent; as a therapist I will not value him more or less highly for any of these.

What I say about blind children here is on the basis of a limited amount of experience with a few children about five years old. These children have in common the fact that they cannot see. Because of this, they do not make use of many materials in the playroom, such as puppets, cowboys and Indians, which have instantaneous meaning for sighted children. Their activities tend to be simpler—playing with water and sand, rolling wheeled toys, talking about things they do and eat, humming a tune. This fact does not obscure the individual personality to which each child gives expression. When I think about these children, it is not in terms of their blindness. I think of one and the friendliness and warmth with which he takes my hand, his delight in naming things and activities from home and nursery school, his deep pensiveness in playing with sand and water. I think of another and her sensitivity and strong will, her capacity for joy

which changes so easily to tearful frustration.

Finding Themselves

These children, like all children, are finding themselves in relation to the world. They are as aware of themselves as any children. They have feelings as strong as any children. Sometimes they seem to feel more strongly, because often people, seeing the blindness and not the children will, with their excessive care and sympathy, do things which tend to blunt their individuality. But all children react strongly, either in sad withdrawal or angry protest, to lack of care or lack of respect.

In what ways do children in play therapy grow? One day in the tenth session with a five year old boy he picked up a box with both hands and moved it from the table to the floor. This was a very simple act, but I was struck by how new it was for this child. I realized that its significance lay in a new feeling he was expressing about himself in relation to the world. He wasn't just a "me" any more to whom things happened, but an "I" who could assert himself. That whole hour he seemed to come alive with the discovery of himself. He bubbled over with talk and general excitement. There followed other sure manifestations of growth. He heard the church bells ring outside and talked about them. It was a new thing for him to react to something that was happening in the present outside of himself. He had always seemed to bring his own world into the playroom with him and to live within its confines. He has begun to call people around him by name. He stands up straight rather than stooping. More and more he is using both hands to do things instead of keeping one up to his eyes.

I have talked with some parents of

blind children, individually and in groups. Sometimes they wonder about the rate of development of their children in relation to children with sight. They have the special problem of people feeling sorry for their child. They are troubled often by a confused educational future involving a choice between regular day schools and residential schools for their children. Underlying these real issues are others, more general and more basic, involving their own feelings about themselves as people, their sense of adequacy as men and women and as parents, their attitudes toward children in general, their feel-

ings about the world and the society in which they live.

Therefore, when a blind child is in play therapy, his parents will be given an opportunity to face and deal with issues such as these. As is true of any child, the blind child will reflect his parents' sense of worth and their honesty in facing their problems. But also, play therapy can give the blind child, like any child, the chance to discover himself and grow in his own terms, whether his parents are getting help for themselves or not.

N. J. Raskin, Ph.D.

*Director of
Research Planning—AFB.*

Charles Boswell Wins BVA Award

The BVA's annual Achievement Award was presented to Charles A. Boswell, a 37-year old blinded World War II veteran who owns and operates a successful retail shoe business in Birmingham, Alabama.

The BVA Achievement Award is presented annually to a blinded veteran who has been especially outstanding in his chosen field of employment and in his adjustment to daily living as a blind person.

Married and the father of three children, Mr. Boswell is active in church

and school affairs. He is a member of the Lions Club and the local golf club as well as several veterans organizations.

Golfing is his chief hobby. He won the National Blind Golf Championship Tournament in 1947 and retained the title through successive yearly competition until 1951, then won it again in 1953. He also won the international match for blind golfers in 1950.

The citation, accompanied by the Newman Prize of \$100 reads as follows: "For exemplifying the principles of initiative, independence, and self-reliance to which the Blinded Veterans Association is devoted."

The Captain Brown Medal

THIS YEAR MARKS the silver anniversary of one of the lesser known services of the American Foundation for the Blind. This is the annual award of the Captain Charles W. Brown Memorial Award Medal. It is given annually to the student doing the most outstanding work in a course of college training made possible by a Foundation scholarship.

Captain Brown himself was an interesting as well as outstanding personality. In his earlier life he was a sea captain in the oriental trade, but at the age of twenty-seven he gave up commerce in favor of manufacture. He went to Minneapolis at this time (1885) and entered the glass manufacturing and jobbing business. In 1898 he moved to Pittsburgh and became secretary of the Pittsburgh Plate Glass Co. In 1905 he was made vice-president and in 1915 president and director, which positions he held until his death in March, 1928.

In one of his early letters to Mr. Migel he said, "I think that I might become very much interested in the Foundation for the Blind if I had more leisure, which I hope to have some day. I feel that I ought to know more about this association and its objects than I do." He never found time for the leisure which he desired but he did become greatly interested in the Foundation. He later wrote, "If you feel that my name is worth using, and would aid materially in the good cause in which you are so actively interested, I shall be quite willing to become a member of the Endowment Committee." Soon afterward he sent the Foundation \$500 which was used for two scholarships. He wrote, "Like most men I am interested in a variety of local and foreign charities, but I hope to always

have a few hundred dollars left over for the Foundation for the Blind." His interest in the Foundation continued undiminished until his untimely death. Shortly before this time he was greatly pleased by the transcription into braille of a little book which he had written, "My Ditty Bag."

In November, 1928, Mr. Migel wrote to Mrs. Brown as follows: "My memory often lingers on Captain Brown, whom

For the 1953-54 college year the Captain Brown Medal has been awarded to Wayne S. Moody, of Lynn, Massachusetts. Following graduation, **summa cum laude**, from Union College, Mr. Moody has now completed two years of study at Boston University School of Theology.

I always regarded as a dearly loved friend; to me he embodied all the finer qualities that we strive for and hope to attain. As I would like to perpetuate his memory in a modest manner, I have arranged through the American Foundation for the Blind to donate personally, a gold medal, which would be known in perpetuity as the 'Captain Brown Memorial Medal.' " A daughter of Captain Brown replied, "Mother and each of us children are more than pleased with your kind thought of father. Your idea of donating a gold medal known as the 'Captain Brown Memorial Medal' to the graduate of highest standing among the American Foundation for the Blind scholarship students is a very lovely thought, and one that would please father beyond words. The blind have always been very near to his heart."

Arrangements were perfected, and for the school year 1929-30 the medal was

awarded to Joseph Himes, a Negro student at Oberlin College, who was elected to Phi Beta Kappa during his junior year and was graduated *magna cum laude*. He later went on to earn a Ph.D. degree and has had a distinguished career as a college professor and lecturer. In sending him the medal Dr. Irwin wrote, "I believe as the years go by the winning of this medal is going to be a much coveted honor among the young blind people of the country; and I believe the Foundation will follow with unusual interest the careers of the students who have won the Captain Brown medal." Mr. Himes wrote to Mr. Migel, "I regard this award as one of the chief satisfactions of my college career. It is a source of much inspiration to me coming as it does from an appreciation of my past effort and from confidence in my future. To be worthy of such confidence shall be one of my guiding principles."

The next winner was Kelton Roten, who was graduated from Marshall College and was awarded the key of Kappa Delta Pi, a national honorary fraternity. He has been a teacher at the West Virginia School for the Blind since that time.

For 1932-33 the winner was Viola E. Eid, a student of the Perkins Harvard Course. This young lady passed away a few years after being graduated and was so loved by her friends in North Dakota that her biography was written up and published under the title, "Eyes of Understanding."

The next winner of the medal was an American student at the Sorbonne who not only had to adapt himself to the customs and regulations of a foreign university, but had to take his lecture notes and write examinations in French.

Following this the award went to Bobbie Lott, of Mississippi, who later taught at the Mississippi School for the Blind; and then to George Reed,

a Negro orphan student at Harvard University. Mr. Reed wrote, "I wish the Foundation to know that this award is for me at once a delightful surprise, a signal triumph, and a fitting climax to four years of none too easy work. It arouses all the joy and pride and ambition and gratitude I am capable of feeling. Moreover, it is an excellent incentive to future endeavor—endeavor which, I trust, will reflect some credit on the memory of Captain Charles W. Brown."

The next winner of the award was Miss Fannie E. Libbey of Maine, a student at the Swedish Institute of Physiotherapy. She was first employed at the Arthur Sunshine Home and Nursery School for the Blind, and is now a transcriber for the Department of Public Welfare of the city of New York.

During the next two years one student was so outstanding that she was awarded the medal twice. This was Frances Ruth Davidson, an Illinois student, who received a master's degree in social work from the University of Nebraska. The family of Captain Brown had continued his support of the Foundation's scholarship program, and their admiration for this young lady increased their interest. Miss Davidson had a busy and useful career before her marriage, and since that time has used her abilities and training in a voluntary capacity with a multiplicity of social work agencies.

The medal for 1940-41 was awarded to Norbert M. Phillipps, who was graduated *summa cum laude* from the University of Buffalo School of Law and went on to earn a Master of Laws degree from the Catholic University of America. He is now supervisor of a staff of ten attorneys for the New York State Labor Relations Board.

The next winner was Robert J. Conway of Wisconsin, who ranked first in

his graduating class at Kirksville College of Osteopathy. Dr. Conway wrote, "The assistance from the Foundation made it possible for me to equip myself to earn my own living and a respected place in the community."

The following year the award was won by Carson T. Seavey of Florida, who was graduated from Rollins College and went on to the University of Virginia School of Law. He has been practicing in Washington, D. C.

The outstanding student in 1944-45 was Mary Kravetz, a graduate of the New Jersey College for Women, who made an enviable record at the Pennsylvania School for Social Work.

Throughout the years, Mrs. George Collord, a daughter of Captain Brown, has been asked to designate her preference, if there seemed to be a tie between two students in respect to "outstanding intellectual achievement." Accordingly, Mrs. Collord chose Alfred D. Brooks, a young Negro from Oklahoma, who received his master's degree from the Atlanta University School of Social Work. In her letter she says, "I am definitely in favor of Mr. Brooks. I hope this award encourages him to go far in his line of work. My choice would also please father, I know, as he was very fond of the colored race. (We had a Negro in our family for forty-eight years, in fact, until he died not long ago)." After serving for a time as senior home teacher for the Florida Council for the Blind, Mr. Brooks was appointed assistant chief of the Center for the Blind, in the Veteran's Administration Hospital, Tuskegee, Alabama.

The next winner was Samuel H. Beamesderfer, of Pennsylvania, who received the Bachelor of Divinity and Master of Sacred Theology degrees from Yale University and has since had a successful career as a minister.

The outstanding student for 1947-48 was David Krause, who had specialized

in radio script writing at Northwestern University. The medal was presented by Mr. Chauncey McCormick, a member of the Foundation's board of trustees, in a radio broadcast over station WGN (Chicago).

The medal for the following year was won by Kenneth Jernigan, a graduate student in education at George Peabody College for Teachers. Mr. Jernigan later taught at the Tennessee School for the Blind.

The next winner was John W. Sutton, of Maryland, who, having received a master's degree from the University of Louisville, went on to earn a Ph.D. degree at the University of Texas.

For 1950-51 the medal was awarded to Lelia Jensen of Montana, who made an excellent record at Montana State University; and the following year to Imogene Risch (Cheesman) who specialized in music at the University of Louisville.

Last year the award went to a young man who had been a college teacher but felt that he needed more than a master's degree for present day competition. He is John C. Pine, who had degrees from Dartmouth, and the University of Chicago, but could not be satisfied until he received a Ph.D. from the University of Colorado.

In summarizing, the twenty persons who have received the award have been from seventeen different states and the District of Columbia. Thirteen of them were young men and seven were young women, and all have been students at *different* universities and colleges. Two of them were graduated *summa cum laude*, another *magna cum laude*, and a fourth *cum laude*. Also, two of them have studied abroad, one at the Sorbonne, and another at the University of Zurich.

Most of them have been successful in their chosen vocations, which cover a wide range: teaching, social case work,

law, osteopathy, radio script writing, dictaphone, typing, etc. Nevertheless, even though some of them may not have been benefited economically and financially, we know that they have been enabled to lead fuller, richer lives because of the college life which their Foundation scholarships have permitted them to enjoy. To Major M. C. Migel and his good friend Captain Brown goes much of the credit for the initiation of these scholarships and the stimulus to effort and endeavor provided by the possibility of winning the Captain Brown Medal. Also, to the children

of Captain Brown, particularly to Mrs. George Collord, goes much credit for continued support of the scholarship program and perennial interest in helping to decide who most merited the coveted medal. Most of the work of the American Foundation for the Blind is with agencies and schools. Therefore the results of this service to outstanding blind individuals is especially gratifying. The success attained and the appreciation expressed by the winners of the Captain Charles W. Brown Memorial Award Medal makes things seem more worthwhile.

AROUND THE WORLD

✧ Tokyo—The annual report of the Japanese Braille Library has indicated a braille circulation of 22,454 for 1953—an increase of 3,510 over the 18,944 circulation registered for 1952. A spokesman for the library also indicated that grants from government and private sources make the construction of a separate library building next year “very likely.” As of March, 1954, according to the report, member-readers of the library totalled 1,628, an increase of 274 over the preceding year. Close to 1,500 new books have been added to the library during this period, the majority of them prepared by the library’s 300 volunteer transcribers. There are now 8,535 volumes on the library’s shelves, the report said.

✧ Rev. Tuk Hung Lee, Director of the Korean Lighthouse in Seoul, has arrived in the United States to begin a six month United Nations study of work for the blind. He states that trained professional leaders are “desperately needed” among South Korea’s

large blind population. Rev. Lee reported that the Lighthouse building, destroyed during the communist invasion of Seoul, is now almost completely rebuilt. He added that public understanding of the problems of the blind is rapidly improving, although there is still no employment of the sightless other than in massage.

✧ “The House of Light,” a home and handicrafts center for blind lepers on Okinawa, has been completed and is now in full operation, according to Dr. Rolf von Scorbrand, Director, a recent visitor to this country. The building, an attractive ranch-type structure, was built by patients in the island’s leprosy community.

✧ According to a dispatch to the New York Times, Louis W. Rodenberg, Service Superintendent at the Illinois School for the Blind, has proposed adoption of a universal manual of braille music. Rodenberg, UNESCO braille consultant, made the proposal

to the General Assembly of the World Council for the Welfare of the Blind, in Paris. The adoption of a universal manual, however, will be delayed for about two years, Rodenberg said, because of a series of current experiments aimed at finding the best way to indicate chords in braille music.

✿ Toronto—Premier Frost has announced a special grant of \$350,000 to the building fund of the Canadian National Institute for the Blind, bringing the provincial government contribution to \$574,000.

The Ontario grant was disclosed in a Canadian Press news dispatch which also reported several other substantial contributions. The National Trust Co., Ltd., trustees of the J. P. Bickell Foundation, announced a grant of \$50,000 toward the \$3,150,000 CNIB building fund. The gift will cover the cost of furnishings and equipment for a residence building for the proposed CNIB rehabilitation and service center here. A Canadian firm, the Eaton Company has collected another \$42,000 for the building fund.

The six-building center will directly serve the blind of Toronto and five neighboring counties, and will house the Ontario and national headquarters of the CNIB.

✿ Cuba's National Industrial Home for the Blind, a project of the Lions Club of Havana, was officially opened recently by the Republic's First Lady, and now is operating Cuba's first rehabilitation program for adult blind. The Industrial Home was the subject of a survey conducted by Milton T. Freberger, Assistant Manager of the Maryland Workshop for the Blind, Baltimore. An article on the Home appeared in the August-September issue of *THE LION* Magazine. A full report on the survey and the Home also

appeared in the September issue of the *New Outlook*.

✿ St. Catherines, Ontario—According to John Hoskins of Ottawa, fewer than half of the blind people of Ontario now receive a government allowance for the sightless. Hoskins, a member of the Legislative Committee of the Ontario Division of the Canadian Council for the Blind, made the disclosure in an address to the Division's annual convention. He said the Council is pressing for elimination of the present "means test" for blind persons.

APPOINTMENTS

✿ Robert H. Barnhart has been appointed the first supervisor of Kansas' vocational rehabilitation program for the blind, according to Harry Hayes, Division of Services to the Blind director.

The rehabilitation program, as now organized includes job placement, personal adjustment, training, vocational training, counseling, providing occupational tools and equipment to rehabilitation clients, and restoration of sight. The program has been under the personal supervision of Mr. Hayes but has grown to such a degree that it was necessary to appoint a full time supervisor.

Mr. Barnhart held the same position with the Tennessee Division of Services for the Blind for five years before going to Kansas. Prior to that he was chief of special rehabilitation procedures for the Veterans Administration at Atlanta,

Ga., supervising the VA program in five southeastern states.

✪ The Southern Regional Education Board is studying ways to meet the South's needs for specially trained teachers of its estimated 1,250,000 exceptional children—the gifted and the handicapped.

Dr. John E. Ivey, Director of the Board, announced recently the appointment of a commission of leaders in special education who will advise Dr. Lloyd Dunn, Co-ordinator of Special Education at George Peabody College for Teachers, Nashville, Tenn., serving as director of the new project.

Miss Georgie Lee Abel, Consultant in Education on the staff of the American Foundation for the Blind, has accepted an appointment to the new Southern Regional Commission on Training of Teachers of Exceptional Children.

Dr. Dunn is gathering data on training programs for teachers of exceptional children at colleges and universities in 14 southern states. The commission is expected to meet in October to discuss the survey and make recommendations for further activity to the Southern Regional Education Board.

According to the best available statistics there are in the Southern Region about 3,500 blind and 14,000 partially seeing children; 7,000 deaf and 105,000 hard-of-hearing; 350,000 with speech defects; 140,000 who are mentally retarded but educable; another 140,000 who are mentally gifted; and 140,000 more classified as "severely disturbed."

In announcing the appointments and acceptances of a very large and representative commission to study the problem, Dr. Dunn commented: "More and more people are coming to see that equal opportunity is not provided by a system which gives the same opportunity to every child regardless of

whether or not he is brilliant, mentally retarded, or physically handicapped. . . In spite of the fact that the special education movement is 100 years old, the South cannot achieve effective programs for the various groups of exceptional children because of an acute shortage of specially trained teachers."

IN THIS ISSUE

IN ACCORDANCE WITH the belief in the equality of human beings the Pacific Oaks Friends School in Pasadena, Calif., accepts children of different creeds and nationalities, and also those who are different from others because of their special needs. It is a nursery school and teacher training center. Miss Marianne J. Wolman is a teacher in the school, and her article shows how easily the resulting situations are resolved.

Miss Wolman presented this material as a paper at the convention of the Child Welfare League of America which was held last spring in Santa Monica, Calif. She was formerly in charge of a children's home in London, and has had wide experience in the field of early childhood education. Her training in psychology was received at the University of Vienna and the University of California.

FATHER THOMAS J. CARROLL whose paper "Developing Public Understanding about the Blind" was delivered at the 1954 convention of the AAWB, is director of the Catholic Guild for the Blind, Boston; editor of the newspaper *Listen*; an instructor on the staff of St. Paul's Rehabilitation Center at Newton, Mass. The paper was outstanding among those presented at the convention.

MISS EDITH H. MONROE has had broad experience and good basic training for her recent assignment as Co-ordinator of Services for Preschool Blind Children in Ohio. A native of Ohio, she is a graduate in Social Administration of Ohio State University, and in addition has a graduate degree

from the School of Applied Sciences, Western Reserve University. Her practical experience includes casework in private family welfare agencies in Cincinnati, in Public Child Welfare in Kentucky, with the United States Children's Bureau, with the Minneapolis protective service agencies, at the Tayler Children's Home in Wisconsin. In addition, Miss Monroe served overseas with the Red Cross in World War II, and in Alaska with the Child Welfare Service, and most recently, she was Chief of Child Welfare Services in North Dakota.

FRANK JOHNSON and BYRON M. SMITH collaborated in preparing the article on their pioneering ideas for a "home for the blind." Mr. Johnson graduated from the University of Minnesota where he majored in medical social work. He has been with the Minneapolis Society for the Blind for the past nine years, and as Supervisor of Services he directs the welfare activities sponsored by the Society.

Mr. Smith graduated from Carleton College and later took graduate work at the Universities of Minnesota and California. Following this he taught in the Economics Department of the University of Calif., and in a private school for boys. After a business career Mr. Smith accepted a position as administrative assistant to the director of the Minnesota Public Welfare Program, and six years later he came to his present position as Executive Secretary of the Minneapolis Society for the Blind. Mr. Smith holds a number of other responsible positions in work for the blind nationally.

Since 1947 PROFESSOR THOMAS A. BENHAM has been Assistant Professor in the Department of Physics, Haverford College. A native of Connecticut, Prof. Benham attended school at the Western Pennsylvania School

for the Blind, Overbrook School for the Blind, and public high school in Ardmore, Pa. He holds bachelor's and master's degrees from Haverford, in science, and in undergraduate and post graduate studies as well as in extensive research and in industry, has specialized in physics, electrical engineering, and electronics of many specialized applications.

Pamphlets Available

National Industries for the Blind is a new leaflet briefly stating definition, function and services of that organization, which will be sent to anyone applying for it. *The Community and the Blind* is a 15-page pamphlet also published by NIB, containing material from a section of NIB's annual meeting, the interest of which is to "emphasize the plan of industrial workshop employment in relation to the many segments of the total rehabilitation process."

Both of these can be obtained by addressing National Industries for the Blind, 15 West 16th St., New York 11, N.Y.

Changes of Address and Renewals

Subscribers are urged to send in their change of address at least 30 days before the effective date to assure regular delivery of the magazine. Send all changes of address and renewals to Miss Margaret Faye, Circulation Manager, **New Outlook for the Blind**, American Foundation for the Blind, 15 West 16th St., N.Y.C. 11.

CLASSIFIED CORNER

POSITION AVAILABLE: A qualified person for sheltered shop supervision, sales promotion, public relations, home teaching and other related work. The position is an opportunity for a person who likes to work with people and is able to make community contacts. Details concerning the position may be obtained by writing Carl Shoemaker, Executive Director, Juniata Foundation Branch, Pennsylvania Association for the Blind, Inc., S. Main and W. Hale Streets, Lewistown, Penna.

POSITION WANTED: Either as an instructor or foreman in large workshop. 8 years experience as instructor in weaving department. Write for additional details to *New Outlook*, Box 10-D.

POSITION WANTED: In an agency where both home teaching and case work skills are needed. Applicant is a blind woman with Grade II Home Teaching Certificate and additional education as well as several years experience in the field. Write *New Outlook* Box 8-D.

POSITION WANTED: Social worker with professional experience in case work, group work, and education, seeking position with agency, or institution for the blind. Write *New Outlook* Box 9-D.

IMMEDIATELY AVAILABLE, young man 25 years of age. Graduate of Ohio State University, with Bachelor of Science, majors agricultural economics and rural sociology. He has travel vision and is equipped as rural counselor. Desires employment with agency for the blind; has also had sales experience. For further details, contact Kenneth Morlock, c/o George H. Stewart, Rehabilitation Services for the Blind, Oak and Ninth Streets, Columbus, Ohio.

POSITION DESIRED: Young man (blind) desires a position as rehabilitation or employment counselor, or home teacher with some agency for the blind. Will also consider teaching positions. Experienced high school teacher and worker with the blind. Applicant holds B.A. degree in social sciences and also holds a LL.B. degree. Write Box 6-D *New Outlook for the Blind*.

POSITION OPEN FOR person capable of instituting basketry project on a commercial basis. Applicant must possess creative ability. May be sighted or with sufficient vision to distinguish colors and work with dye. Must be able to teach blind people. Submit resumé of experience in this field and salary desired to the Associated Blind, Inc., 147 West 23rd Street, New York 11, N.Y.

PRIMARY TEACHER wanted at Nebraska School for the Blind. Two years college required. Can use teacher with partial vision who can also handle braille. Write: Supt., C. A. Weddel, Nebraska School for the Blind, Nebraska City, Nebr.

31 YEAR OLD NEGRO man desires position as music instructor in school for the blind. B.S. degree in music with a teacher's certificate. Background of piano tuning and repair. Totally blind. Further details furnished on request. Write *New Outlook* Box 7-D.

BLIND OR PARTIALLY sighted man wanted to work at the Blind Art Shop. He must be capable of doing various types of chair seat weaving and be generally helpful around the shop. The owner will also consider a partnership arrangement. The Blind Art Shop has been operating for twenty-two years and caters mostly to customers in the larger income brackets. Address all communications to the Blind Art Shop, 74 Boston Post Road, Larchmont, New York, giving as much information about yourself as possible.

Pseudo-Retardation in Retrolental Fibroplasia

JANE HALLENBECK, M.D.

OVER A PERIOD OF TWO and one half years, eighteen children, ages three to six years, with a diagnosis of retrolental fibroplasia were referred to the Children's Psychiatric Clinic at the Massachusetts General Hospital. (From the Child Psychiatry Service, Massachusetts General Hospital and Department of Psychiatry and Pediatrics, Harvard Medical School.)

These cases represented the more severely disturbed and retarded of a much larger group of children with retrolental fibroplasia, most of whom had similar difficulties but to a much less marked degree. It is pertinent to the theoretical evaluation of this problem to note that all but three of these 18 children were totally blind, not having even light perception, as far as could be determined ophthalmologically.

The developmental histories and behavior patterns of these severely disturbed blind children are similar to those found in mentally defective children. Each step in development is retarded (see charts on pp. 306-307). In addition to the retardation in motor development, there is a reluctance on

the part of all of these children to eat solid food, and many refuse to give up the bottle. These and other problems seen in the more retarded blind children, are seen to a less severe degree, and mainly surmounted, in better adjusted blind children.

When first seen, children with retrolental fibroplasia appear similar to each other, with their seemingly bulging foreheads and small sunken eyes. At about one year of age, they begin to hold their hands to their eyes and poke at their eyes with their fingers. This type of activity occurs especially at times of stress. In addition to this constant pattern, different combinations of hand slapping, head banging, screaming, teeth-grinding, or biting, and rocking back and forth, are seen in blind children. Often these children engage in twirling movements of their entire body. They show a preference for a position of opisthotonos, or enjoy hanging with their head downward. Some of them have a tendency to act as though there were a reversal of day and night. These same mannerisms are seen in better adjusted blind children to a less severe degree and with less persistence than in the more disturbed ones. Three of the sicker children showed apathy and a reluctance to be disturbed from

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their withdrawn state. This apathy is in contrast to the attitude of those children who have achieved motility and show evident pleasure in body motion and posturing.

In the patients referred for severe problems a striking similarity in the relationship to the family was noted. It was especially true of the mother-child relationship. Whether the blind child was the first in the family or had older siblings, the mother was slow to notice anything wrong with the child, and, after admitting it to herself, was especially slow to seek medical confirmation of her fear. In each case, at the time of premature delivery, the mother was told that either she, the child, or both might not live. It was under these conditions of extreme stress that the mother first viewed the blind child. One mother expressed a common feeling in saying of her child, "It was so little. It wasn't human and it might not live. I felt all mixed up about it and funny because I couldn't love it."

Emotional Impact on Mothers

Following this introduction the children were separated from the mothers for varying periods of time, as the children had to remain in the hospital because of their small size. During the first month at home the children did not develop normally and give gratification to the mother by responding to her as eagerly as a sighted child. Without exception, at a later date, each mother was repeatedly told by professional personnel and by others who saw her child, that the child was mentally deficient or that the child had "brain disease," and would not live long. All factors—a fearful delivery followed by separation, a slowly developing child, the diagnosis of retrolental fibroplasia, and finally a diagnosis of mental deficiency—progressively interfered with the relationship between the mother

and child. Most of these mothers expressed helplessness with the blind child. Some developed a hostile reaction with open rejection, wishing the child would die, or wanting to be rid of it. Others showed marked over-protection, allowing the child to do nothing and leaving him in his crib constantly "so that he would not get hurt." There was a tendency on the part of all these mothers to leave the blind child isolated in his crib, where the child at first appeared quite contented and demanded nothing beyond the satisfaction of his physical needs.

With regard to the rejection of the blind child, two types of situations could be made out. Some mothers rejected only this specific child because of his defects and needs. Other mothers because of their own immaturity or neurosis, found it difficult to handle family relationships in general, a situation which was then exaggerated by the addition of a blind child.

In this study, concerned primarily with the most severely disturbed children, it was felt that the most important finding was that these children were able to make a series of developmental steps forward and to lose or decrease their mannerisms solely as the result of an improvement in their emotional surroundings. The environmental improvement was accomplished by weekly therapeutic sessions with the child, by psychotherapy and/or case work with the mother, and by the assistance of the preschool teacher visiting in the home. *The pronounced change in most of these cases in the level of functioning as a result of improved human relationships is stressed because it is the main evidence refuting the commonly stated opinion that the severe retardation in development of all retrolental fibroplasia children is due either to the blindness itself or to some organic brain lesion.*

A Case Study

One case which illustrates this work is that of Jackie, a twin who has no vision.* (His twin Barbara, can see objects. She has shown only the usual degree of problems for a blind child, although she has some mannerisms to a greater degree than would be expected for her amount of vision.) The twins are the youngest in a family of eight children, all of the other siblings being girls. Jackie's mother states that she first noticed there was something wrong with him when he was nine months old. (She first noticed something was wrong with Barbara at six months.) At that time he preferred to lie in his crib motionless and did not reach for any objects. He showed no interest in sitting and would only take his bottle and a few strained foods. At eleven months she took him to a doctor, who told her that he was markedly retarded and seemed to have some eye difficulty. Only after three other doctors recommended it did she consult an ophthalmologist, bringing Jackie to the Massachusetts Eye and Ear Infirmary when he was nineteen months old.

Mother's Reaction to the Diagnosis

At that time a diagnosis of retrolental fibroplasia was made. He had made no developmental progress in the preceding ten months. Although at the time of diagnosis no reference was made to his retardation, the mother immediately replied to the diagnosis of retrolental fibroplasia by saying, "Then he is no good and hopeless." She did not return for scheduled check-ups for several months.

At home Jackie was left lying in his crib without toys and was handled only to care for his physical needs. He would

sometimes hold his breath, scream and go into the opisthotonos position. This behavior did not seem related to any external stimuli, but seemed to give him pleasure. He seemed content to lie quietly much of the time. It may be speculated that there was no incentive for him to sit up, as he could hear as well lying down as sitting. With encouragement from his family he sat up at two years. He was saying a few words at two and one-quarter years, but verbalization stopped after about three months, without any known cause.

At three years of age he was admitted to the Burnham Memorial Hospital for Children, Massachusetts General Hospital, for organic and psychological appraisal of his development. When first seen he was a small boy, lying quietly in his crib with his back arched. After four days of four or five short visits a day, he gradually accepted the therapist. She treated him as a six-month-old infant. After nine days he began to say a few words in repetition after the therapist. At the end of his three-week hospital stay he showed some evidence of pleasure while being rocked and talked to, and made an effort to move in the direction of her voice. With the change that came about during his hospitalization, it was felt that at least part of his severe retardation was due to emotional factors.

Jackie Makes Progress

In the next two years Jackie was seen about every two weeks for one hour, although opportunities were given for every week. He spent nearly one year with the therapist, exploring her features with his mouth and later with his hands. The incentive was his as he wanted to know her. After ten months he was gradually encouraged to stand and at first seemed to do so to please the therapist and receive praise. Slowly he began to find pleasure in it for him-

* Chart (1), page 306.

self. During nearly every hour he would hold his breath and scream. He rocked back and forth on the lap of the therapist almost constantly, he ground his teeth and poked at his eyes under any stress. His favorite position was on his back over the knees of the therapist with head and heels on the floor. His first solid food was candy which he accepted from the therapist after trying it several months and spitting it out, or licking it from her hand. At four and one-half years he suddenly said, "Want candy," which was the first verbal request he had ever made.

Therapeutic sessions held every two weeks were interrupted at five years of age and Jackie has been seen at about six-month intervals thereafter. He has maintained the progress which he made and verbalizes some few wishes, but has made little progress in new ways, other than that which he made during the more frequent therapeutic sessions.

It will be noted that from an infant level, when chronologically three years of age, he developed until he could verbalize a wish and could take a few steps with help. His characteristic mannerisms markedly decreased. So far as could be determined, these developmental steps followed upon changes in his emotional environment. This fact led us to believe that his severe developmental backwardness was not solely the result of blindness or brain damage but resulted from lack of environmental and human contact, with its stimulation by handling and verbal encouragement.

During the time the mother and child were being seen, the mother alternated between the hope that he would progress and the hope that he would be declared so mentally defective as to justify placement in an institution for the feeble-minded. In her talks with the social worker she revealed that all of her children had marked neurotic tendencies of a nature that pointed to an

emotionally insecure and immature family group.

Importance of Emotional Factor

Of the eighteen children studied, two have been placed in schools for the mentally defective, and one in a state hospital because of self-destructive tendencies. Of the ten children studied most intensively, all but two have made progress, some very dramatically, others more slowly. From the degree of generalized developmental progress an estimate of the considerable degree of emotional retardation at the onset of treatment could be made. It is also of considerable interest that these children, with the exception of certain areas of motor development, closely resemble sighted children with profound developmental and social disturbances on an emotional basis.

In view of the existence of this degree of developmental retardation of emotional origin, no test of the innate intelligence of these children would appear to be adequate. This fact would seem to be necessarily so because intelligence tests at this age are based on various indications of developmental progress. The Maxfield-Fjeld adaptation of the Vineland Social Maturity Scale comes closest to being a useful scale for blind children, but even here without correction of the impeding emotional factors a correct estimate of the child's capabilities cannot be made.

A completely separate study, "Two Essential Factors in the Development of Young Blind Children,"* was carried on at Perkins Institution. This study concerned itself with twenty-two kindergarten children who had already reached the developmental level which is required for entrance into this residential school. They were able to partially dress and feed themselves as well as

* See pages 308-315.

care for, or make known, their toilet needs. In this study, developmental data were obtained.

The accompanying chart which is used to illustrate the comparative developmental rates of the following three groups of children may be briefly explained: (2) Those children who were referred to the psychiatric clinic at the Massachusetts General Hospital and who could not enter Perkins Institution because of continued retarded development. (3) Those children who had been referred previously to the Massachusetts General Hospital for psychotherapy and who are now at Perkins Institution. (4) Those children who are at Perkins Institution but were never seen in psychotherapy. The children listed in the chart with the exception of two, as noted, were all totally blind since birth. (The remaining children in the kindergarten group, not included in the chart, had light perception or large object vision.)

This study seems to confirm the studies previously done with totally blind children at an earlier age. It was noted that the totally-blind children at Perkins, as a group, presented more problems and did not make the same academic progress as the children with more vision.

In the accompanying chart two differences are noted in comparing the factual data on the three groups of totally blind children. First, the mother's attitude toward the child varies in the three groups. The mothers' attitudes toward the children who did not obtain developmental levels sufficient for them to enter Perkins Institution is in contrast with the attitudes of the mothers

of those children who are doing well at Perkins. Secondly, the age at which confirmation of the ophthalmological diagnosis was sought varies from four months to nineteen months, with a tendency evident for earlier confirmation of the diagnosis in the children who ultimately progress better.

Conclusions

1. A group of eighteen preschool totally blind children showed severe retardation of their general development which was felt to be in considerable part on an emotional basis and which was altered by psychiatric techniques in all but three cases.

2. The case study which is entered shows the early need of the blind child to be stimulated by handling and vocal encouragement. This need is more pronounced in the blind child than in the sighted.

3. In these cases a disturbed relationship of the mother to the child was found. The mother's capacity to give attention and affection appeared below average and the child's needs for attention and affection appeared above average quantitatively, as well as rather special qualitatively.

4. If the mother does not seek ophthalmological attention until late one becomes suspicious of the mother's relationship to the child and her ability to deal with the diagnosis.

5. Severe developmental retardation does not appear to be due to blindness itself or to organic brain disease in most of these cases, since this retardation can be altered by improving human contacts with the child.

(1) BARBARA AND JACKIE (NOT AT PERKINS INSTITUTION)
(Case history)

CATEGORIES	BARBARA	JACKIE
Amount of vision	Large objects	Nil
Birth weight	2 lbs. 7 oz.	2 lbs. 12 oz.
Medical diagnosis of eye condition	19 mos.	19 mos.
Mother's attitude	Fair	Very poor
Walking	1 yr. 6 mos.	3 yrs. 6 mos.
Talking	1 yr. 4 mos.	3 yrs.
Toilet trained	3 yrs. 6 mos.	Not
Mannerisms	Moderate number	Many
Progress—or School adjustment	Just entered school	Little progress since therapy ended

(2) RETARDED GROUP NOT AT PERKINS INSTITUTION

CATEGORIES	GORDON	HELEN	IRMA
Amount of vision	Nil	Nil	Nil
Birth weight	2 lbs. 13 oz.	4 lbs. 1 oz.	2 lbs. 3 oz.
Medical diagnosis of eye condition	8 mos.	9 mos.	after 1 year
Mother's attitude	Very poor Placed two times	Very poor Placement in 6 foster homes	Very poor Placement in 11 foster homes
Walking	4 years	3 yrs. 10 mos.	2½ years**
Talking	2 yrs. 7 mos.	2 yrs. 6 mos.*	3 years**
Toilet trained	Not	Not	5½ years
Mannerisms	Many	Many	Many
Progress—or School adjustment	Slow but steady progress since foster home placement	School for mentally retarded	Slow progress in present foster home
		*Stopped speaking after T & A at 3 yrs. Hasn't spoken since	**Many regressions to no activity with foster home changes

(3) RETARDED GROUP NOW AT PERKINS INSTITUTION

CATEGORIES	KATHERINE	LAWRENCE
Amount of vision	Nil	Light perception
Birth weight	3 lbs. 14 oz.	3 lbs. 7 oz.
Medical diagnosis of eye condition	6 mos.	5 mos.
Mother's attitude	Poor	Fairly good
Walking	3 years	20 mos.
Talking	4 years	3 yrs. 7 mos.
Toilet trained	3½ years	5 years
Mannerisms	Many	Many
Progress—or School adjustment	Repeat Kindergarden at Perkins	Slow 1st grade

(4) PERKINS INSTITUTION PUPILS WHO WERE NOT REFERRED

CATEGORIES	MARY	NED	PAUL	FRANCES
Amount of vision	Nil	Nil	Nil	Nil
Birth weight	3 lbs. 9 oz.	3 lbs. 4 oz.	2 lbs. 9 oz.	3 lbs. 3 oz.
Medical diagnosis of eye condition	4 mos.	Late	7 mos.	4 mos.
Mother's attitude	Fair	Poor	Fair	Excellent
Walking	1 yr. 6 mos.	2 yrs. 6 mos.	21 mos.	18 mos.
Talking	1 yr. 6 mos.	4 years	— —	2 yrs. 6 mos.
Toilet trained	4 years	3 yrs. 6 mos.	5 years	2 years
Mannerisms	Many	Many	Moderate number	Some
Progress—or School adjustment	Slow 1st grade	Repeating Kindergarten	Slow 1st Grade	Highest 1st grade

Two Essential Factors in the Development of Young Blind Children

JANE HALLENBECK, M.D.

WITH THE ALARMING increase of blindness due to retrolental fibroplasia in premature infants in recent years many cases have shown slow development and this has caused anxiety to those people dealing with young blind children. Many of these children are severe behavior problems similar to those of emotionally disturbed sighted children. Now a considerable number of these children are of school age and the group at Perkins Institution and Massachusetts School for the Blind in the fall of 1950 included so many cases of disturbed emotional adjustment that it was decided to make a special psychological study of them, comparing fourteen retrolental children with eight others whose blindness was due to other causes. All of these children had met fairly well the entrance requirements: they were able to partially dress themselves; to care for or make known their toilet needs; and to feed themselves. They varied in age from five to eight years. All were housed in one cottage and thus had contact with the same personnel.

Shortly after the study began it became apparent that a multitude of factors must be considered and methods were developed to gather as much information as possible. But two factors constantly emerged as fundamental: (1)

the amount of visual loss and (2) the question of whether the child had established a good relationship with some person before entering Perkins.

PROGRAM OF STUDY

1. One psychiatrist interviewed each child at the beginning and at the end of the year and attempted a crude evaluation of progress. Each week during the year another psychiatrist* observed the group as a whole and children with specific problems were seen individually as the need was indicated. These two psychiatrists combined their observations using as a guide for the formation of an estimate of the child's adaptability and personality a list of ten arbitrary categories. (See *Appendix I*)

2. The teachers and house personnel were asked to make out reports on each child, covering the ten personality traits listed in *Appendix II*.

3. A social worker visited the homes of all but one of the children to collect the data on personal history, home environment and paternal attitudes. (See *Appendix III*)

4. At the beginning and the end of the year a psychometrist used the In-

* Dr. Cornelius Lansing, a fellow at the Massachusetts General Hospital in the Child Psychiatry Department, collaborated in this report.

terim Hayes-Binet Intelligence Test for the Blind to determine each child's MA and IQ.

Brief Report on Individual Children

Problem behavior can often be traced to specific relationships in the home environment. Alan, for instance, (age 6, retrolental fibroplasia, light perception) appeared to be a fairly adequate little boy, but when his home background was reviewed, it was discovered that his mother had had little contact with him, and this was mostly of a restrictive nature. One wondered how he had managed to develop so well when most children with the same degree of maternal rejection failed to do so. Further investigation, however, showed that there was an employee in the home who was extremely fond of him and gave him the utmost of her time and teaching. At school Alan was at first a mild non-conformist; at times attacking other children without apparent provocation, and living in a fantasy world whenever left alone. He was found wandering over doorsteps and out of doors or investigating high places whenever the opportunity presented itself.

The drive which was present in this boy perhaps can be related to his very positive but stimulating relationship with the employee. The stepping over doorways and investigating high places could be related to his restricted investigation at home where his mother, who valued material things very highly, did not allow him over certain thresholds. The other children in the family were allowed there as they were not as clumsy as the blind child; they were also permitted to handle the objects of material value. It was found that his attacks on other children were made when they were, in his estimation, holding some object.

As the year progressed these troublesome traits diminished and an extreme interest in small objects and animals materialized. Whereas at the beginning of the school year he was only a fringe member of the group, he became a consultant on small natural things and his interest was channeled into productive lines.

Another case was Betsy, (age 7, retrolental fibroplasia, light perception, right eye). She was admitted to the school by special arrangement as she could not walk, although she was capable in some degree in other requirements. Her mother could no longer have her at home because of her own neurotic difficulties, and although she tried, could not accept this child. The child had been in foster homes on three occasions before coming to school. When at home she was left in her crib or restricted to a chair, since her mother preferred to keep her a baby. Then the mother would become impatient with her slow development and place her in a foster home only to ask for her return after several months' stay.

At school, Betsy presented a problem of physical development and, because of her small frame and slight build, spent the year learning physical accomplishments. She tried very hard to keep up with the group and was soon walking. All of her energy, at first, was channeled into this activity. Later, she became anxious under the pressure that she felt and showed symptoms of her anxiety by masturbating frequently and openly. As she was allowed to progress more at her own rate and became more proficient in physical skills, this symptom diminished.

An entirely different type of problem was presented by Caroline (age 7, optic atrophy, 10/200 vision) who was at the first part of the school year a shy, withdrawn little girl who would occasion-

ally bite or scratch anyone near her. She spoke only repetitiously and never used the pronoun "I." As the year progressed, Caroline became even more of a problem. She began talking simple nonsense and appeared as completely detached from reality as a hebephrenic.

Soon she began to scream and would attack one other child who would scream at her approach. As this symptom diminished, Caroline became more able to scream herself and became very disobedient. With this latter development, however, she began to talk more sensibly and at times expressed a wish or, more frequently, gave a negativistic answer. Unfortunately, toward the end of the school year, when she was screaming more but making progress in all other areas, she had a tonsillectomy. When she returned to school after this operation, she had reverted to her previous behavior in a more severe form. Gradually this diminished and she made positive gains before the end of the school year, but did not reach the level that she had attained prior to her operation.

If we look at Caroline's home background, we find that she lived in a home of a very domineering, professionally-trained grandmother, where her own mother and father never expressed their wishes or feeling. She was never allowed to make noises for fear the family would be evicted. In school, noise made by herself and others was a new experience and a fascinating one. She had never had the normal shouting of childhood, which is perhaps an exaggerated need in a blind child. She had to catch up in the area of vocalization before she could think of herself as a person who could produce anything. Unfortunately the tonsillectomy was interpreted by her as punishment for making noise and it was only by reassurance that she was able to start again.

To quote: "Scream—Throat hurt?—Don't make any noise—You be quiet . . ." (commands to herself) "Throat hurts" (statement). Since then she has made more progress but still remains somewhat withdrawn.

Another picture is that of Danny (age 7, buphthalmos, good traveling vision) who had severe temper tantrums and was filled with bravado. At the same time there was a quality of demanding attention and love. Danny was a boy who was rated well-adjusted and who did excellent work in school.

His family is rather a "rough one" where his blindness was capitalized on as a way of getting things, such as money, groceries, etc. He was definitely lacking in the subtle social graces and was accustomed to violent outbursts of emotion. It seemed that he felt particularly the lack of attention and so demanded a great deal of it at school.

Danny's behavior was characterized, particularly, by bravado until he was hospitalized for an eye operation. At that time he lost his defense of control and regressed to a curled-up, little ball, hiding under the pillow, crying constantly and refusing to eat. At further hospitalizations during the year this was less evident and he was particularly pleased at having another boy from the school hospitalized with him. Each time he returned to the school from the hospital he was more demanding and bossy. This behavior gradually diminished. It was hard for some people to tolerate his clinging qualities as he was such a mature and adequate-appearing little boy.

Another extremely well-adjusted boy, Edward, (retinoblastoma, with bilateral enucleations at age three, now age five) became very mischievous especially over certain week-ends, and at times during the week. His episodes included breaking all the things in the medicine closet,

throwing all the tooth brushes but his own down the toilet, etc.

Edward's parents lived a long way from the school so that he could not go home week-ends as most of the other children did. He made successful transference of positive feelings to a specific house-mother and it was when she was off duty or when he was angry with her that these mischievous episodes occurred. When she brought him a small present after her time off, as a secret between the two of them, he became more reconciled to his week-ends at school. An understanding on the part of the staff concerning the reason for his behavior also assisted in making his week-ends more satisfying.

Edward had full vision until three years of age, and thus has stored within himself an adequate concept of the world around so his orientation, geographically, and to others is good. His problems, although causing difficulty in the cottage, were primarily normal, mischievous behavior.

In this group there is one outstanding exception to the hypothesis below, that development is positively correlated with amount of vision.

Frances, (age 5½, retrolental fibroplasia, no vision) shows clearly that complete blindness is not the only factor in retarded development. Frances behaves like a sighted child. She has a very normal, imaginative, real play life with her dolls and toys. She gets along well with the other children and usually conforms to discipline. She is a leader in games and has a great deal of initiative in her own activities. Although shy with strangers, she carries on a well oriented conversation.

Frances comes from a home where her blindness was accepted as a challenge. She has had a normal play life with her siblings, and her parents have used a very natural way with her; yet

have expected her to do certain things as the other children in the family did.

STUDY OF THESE CHILDREN AS A GROUP

These cases are used to illustrate the various types of problems that arose during the school year and to show that they were, to some extent, related to their home environment or the actual school situation, as with Edward. With the exception of Caroline, all had an adequate vocabulary to express their wishes and she did eventually. It is also hoped that these cases show how each child appeared as an individual. If, on the other hand, we attempt to group them together under various categories, and consider the importance of the amount of vision they have, we find the following:

Of the twenty-two children in the group, ten had no vision.

Of the ten children with no vision, five were promoted to the first grade. (One of these was the child who had vision until three years of age.)

Of the five who remained in the kindergarten, three had no vision and the other two had extremely poor home backgrounds—Caroline and Betsy.

Five were in a trial group prior to first grade—two of whom had no vision.

Of the fifteen who spoke normally, five had no vision and ten had light perception or better. Of the seven who were not able to carry on a conversation consistently four had no vision and three had light perception.

Of the ten children with no vision, six had good contact with reality—two had occasional contact and two had no contact with reality. Of the twelve with vision, eight had good contact, four had only occasional, none had no contact.

Adaptation in the Group

Leaders: three with vision and one blinded at three years of age.

Followers: five with vision and four with no vision.

Fringe members of the group: two with no vision and one with vision.

Isolated from the group: four with no vision and two with vision.

Special problems to school administration: four with no vision presented developmental problems needing special attention and individual care in the resident cottage and classroom situation; four with vision presented these problems. One with no vision (vision to age three) and one with vision presented normal mischievous behavior for their age. The remainder were, in general an overtly passive compliant group.

If we arbitrarily limit our study to these four categories, we find a strong relationship between the amount of vision and the relationship established in the home environment to the general adaptability of the child. With the exception of Frances, none of the children who were totally blind since birth (Edward blind at three years) made first grade. At the other end of the scale we have four children totally blind since birth, and two with inadequate home background, who made primary school adjustments, but were unable to progress and remained more or less isolated in their own fantasies.

Evidence from Standard Mental Measurements

To supplement our social and psychiatric study an attempt was made to measure the potential intellectual ability of each child at the beginning of the year, and to determine the progress of development by re-testing at the end of the year. A recent study at Perkins Institution had shown that when young, blind children have attained enough facility with language to be tested with the Interim Hayes-Binet Intelligence Test, the distribution of IQ's of retrolental fibroplasia cases (65 in number)

was similar to the distribution of IQ's of children blinded from other causes (141 in number) with similar ranges of IQ and the same median IQ. Similarly a comparison of social quotients obtained through the use of the Maxfield-Fjeld Adaptation of the Vineland Social Maturity Scale with 145 retrolental fibroplasia babies and 155 babies blinded from other causes, showed no marked differences in distribution or mean scores. We have no reason to assume, among those who could be tested, that blindness due to retrolental fibroplasia will be associated with either higher or lower native abilities than blindness resulting from other causes.

This seems to be true of the small groups involved in this study. The range of scores of the two groups at their first testing was similar, the highest IQ being obtained by Frances (an RLF) and the two lowest IQ's being obtained by Betsy (an RLF) and Caroline (optic atrophy). Nor was there a significant difference in the range of scores when the children were divided into those blind and those with some vision. Re-testing at the end of the year showed an increase of 22 IQ points in one extreme case with a small loss of IQ scores in five other cases. On the whole the intelligence tests of these children added little to the study, perhaps because many of them were not ready for a purely verbal test; perhaps because in many cases intellectual processes were inhibited or obscured by the emotional factors discovered in the psychiatric study.

The result of this study may indicate the need for certain changes in the education of children who are totally blind approximately from birth. It would seem that such children cannot be expected to develop normally unless they live in homes where their peculiar emotional needs are understood and exceptional opportunities for sensory and so-

cial stimulation are provided. Until the advent of retrolental fibroplasia, it was extremely rare to find a child totally blind from birth, and at the present writing there are in Perkins, outside of the kindergarten, only six children totally blind from birth. Each of these children has, throughout his education, presented and still presents, some difficult problem for the school. If such children cannot make satisfactory progress under the present regime, possibly radical changes in educational policy may be indicated.

GENERAL CONCLUSIONS FROM THIS STUDY

1. Problems exhibited by children should be individualized as to etiology and handling.

2. A close positive relationship with some person seems to be a large factor in the rate of development and the ability to adjust.

3. The degree of closeness of this positive relationship has to be greater the less the vision the child has.

4. Children with some vision and disturbed home backgrounds show disturbances similar to those with better relationships and no vision.

5. A description of the degree and age of onset of blindness should precede any evaluation of a blind child. In general, it does not appear that expectations of development and adjustment should be the same for children with no vision, light perception and object vision.

Appendix I

Outline for Psychiatric Evaluation

1. Ego Boundaries: ability of child to distinguish himself from other persons or objects in his environment.
2. Fantasy: quantity (what proportion of child's thoughts it seemed to occupy); persistency (how easily can the child be brought in contact with reality from fantasy).
3. Relationship to Objects: whether child use things, or just handles or mouths them.
4. Adaptability to:
 - A. Routine
 - B. Unusual events or new people.
5. Amount of outward aggressiveness.
6. Preoccupations: self, home, surroundings (reality).
7. General Mood.
8. Intellectual Scope: orientation to world at large.
9. Geographical Orientation and Mobility (correlated with amount of sight).
10. Reaction in the Group (leader, follower, fringe member or isolationist).

Appendix II

Personality Traits

1. Cooperative (obedient to reasonable requests and demands).
2. Happy (free from tears, fears and temper tantrums).
3. Plays with other children.
4. Affectionate.
5. Righteous indignation (reaction of anger if unfairly treated).

6. Apparent comprehension of requests.
7. Pride or pleasure in own accomplishments.
8. Ability to carry on simple conversation.
9. Satisfactory maturation for chronological age (ability to take care of self such as eating, toilet needs, motor ability).
10. Ability to relax and outstanding number of mannerisms (this applies especially to mannerisms).

Special Instructions

- A. Please fill in papers independently. Please do not collaborate with any other person rating these children.
- B. When rating please specify degrees, such as: *very*, *moderate*, *slight* or *occasionally*, and *none*.
- C. Please rate as of this week.
- D. All reports are confidential!
- E. Space for remarks is provided in case you wish to qualify your statement, such as: *cooperative*; *very*; *except when with Miss X*.

Appendix III

DATA COLLECTED BY SOCIAL WORKER

Questionnaire of Family Background

Name of child _____

Father_____Date of Birth_____Occupation_____Earnings_____

Mother_____Date of Birth_____Occupation_____Earnings_____

Dates Mother Employed_____Mother ever absent from home_____

Size of house_____Type of neighborhood_____

Occupants of house now_____

Other siblings, not at home (age and sex)

Any siblings who are deceased (age, sex, date of death)

-
1. Other individuals who have had any significant relationship with this child, and when:

Previous residences, with dates:

-
2. Attitude toward the child of:

Mother

Father

Siblings

Others

Grandparents

-
3. Adequacy of:

a) Physical care of pupil

by

b) Interest

by

c) Praise, encouragement and affection

by

-
4. Training

by

5. Planning	by
6. Management of child:	
a) Discipline	by
7. Scolding	by
8. Punishment:	Type Amount by
9. Hostility or rejection	
10. Child's reaction to discipline	
11. Other items of importance:	
a) Special interests of child	
b) Mannerisms	
12. Other Comments:	

Rate of Motion and Object Perception in the Blind

BRUCE McCARTY

and

PHILIP WORCHEL

IN 1950 THERE APPEARED an article in the Austin, Texas, *Sunday American Statesman* by Lorraine Barnes¹ which spoke of a blind nine-year-old boy who rides his bicycle “. . . amazingly, happily; . . . an every-day miracle . . .”

How can a blind boy ride a bicycle? How does he know when he is approaching an object? Can he still detect the objects when he approaches them rapidly?

Investigation has uncovered the answer to all the questions except those concerning speed of approach; so this experiment undertook to answer that one by investigating the boy who had developed his own “radar” system.

Background

From 1749 until the present there has been much interest, speculation and investigation in the realm of object perception by the blind.

Theories based on pressure, physiological activity of the skin, the occult, temperature and audition have been put forward to explain this phenomenon, but until 1944 all of them except

those dealing with the ears have been laid to rest by the experiments of Supa, Cotzin and Dallenbach.² They eliminated all stimulation except electronically controlled auditory signals; thus only two alternatives were possible: either the perception of objects by the blind depended on sound or on a little patch of skin in the ear canal which was sensitive to pressure.

To test the possibility of the latter, Worchel and Dallenbach ran studies³ in 1947, using deaf-blind subjects who had no auditory canal impairment. Their results indicated that only audition was both necessary and sufficient to account for the phenomenon of object perception by the blind.

It is known that bats use a type of vocal radar to guide them in utter darkness, and thus it would seem that a similar mechanism is at work in humans; but if an object is closer than fifty feet the echo and original sound blend to such an extent that they cannot be heard separately by the human ear.

This paper was presented as partial fulfillment of the requirements for the Master of Arts Degree at the University of Texas in 1952 by Bruce McCarty.

¹ Barnes, Lorraine, What Would a Blind Boy Want With a Bicycle? *Austin Sunday American Statesman*, Mar. 5, 1950.

² Supa, M., Cotzin, N.M., & Dallenbach, K.H., Facial Vision: The Perception of Obstacles by the Blind, *American Journal of Psychology*, 1944, 57, pp. 133-183.

³ Worchel, P., & Dallenbach, K.M., Facial Vision: The Perception of Objects by the Deaf-Blind. *American Journal of Psychology*, 1947, 60, pp. 502-553.

Work by Cotzin and Dallenbach⁴ however, indicated that rather than being the pure echo, it was a difference in tone between the original sound and the echo. This is known as the Doppler shift, and is the same as the often observed difference in the sound of a car as it approaches an observer rapidly and then recedes. As the car approaches the sound seems to rise and as it departs the sound seems to fall.

If this is the mechanism at work, it must mean that either the blind observer or the object is in motion in order to cause this frequency shift; but the blind Sergel⁵ reported that he could not perceive an object if he approached it faster than a very slow walk.

If our blind boy, then, could not detect objects as well going faster, it would tend to bear out Sergel's statement; but if he could not detect them as well going slower, it would lend support to the Doppler theory of Cotzin and Dallenbach.

The Subject

Burns Taylor was ideally suited for this experiment in that he had the ability to perceive objects quite well despite the fact that he was totally blind. In addition he already knew how to ride a bicycle very well, and therefore had a greater range of speeds at his command than most blind people.

He was born on January 16, 1940, in Houston, Texas, with normal eyesight, but on January 23, 1943, he was the victim of an accident which he describes as follows:

"I was lying across the bed and someone asked me if I wanted to play cow-

boys. I told him no, and then the gun went off. We had been playing with it on the bed. Ten of the shots hit me in this (right) eye and three in the other. It was a .22 loaded with rat shot—that scatter, you know; and is not like most of them with just a lead thing."

As a result of this accident, both eyeballs were removed, but he does not think of himself as handicapped, and he is not treated as if he were. He has a curiosity and a natural independence that makes him an accomplished lad for his age in spite of his loss.

One of his favorite pastimes is that of breaking rocks with a hammer. His aim is true and his stroke is positive and firm (few rocks can stand more than one blow.) He guides the hammer by kinesthesia toward the fingers of the opposite hand which holds the rock. His neighbors always reach a point of near panic at first; but his family takes a more philosophical view. They can't remember his ever hitting a finger, and though the hammer once bounced back and chipped a tooth they say he is far more accurate and careful than the average child.

Similarly with his climbing on trees, barns, fences and virtually anything available; and his cavorting and frisking as any boy would at the swimming pool.

At the age of 11 he goes to the neighborhood store unaccompanied, a block and a half away; and also to his friend's house which is two blocks in the other direction.

His parents really reverse the usual order of dependence, that is, they rely on his acute hearing and his good memory. They ask him names and addresses of friends and customers, and whether or not machinery is running in the adjoining building.

Twice he has saved his house from possible destruction by fire. During a

⁴ Cotzin, M., & Dallenbach, K.M., Facial Vision: the Role of Pitch and Loudness in the Perception of Obstacles by the Blind. *American Journal of Psychology*, 1950, 63, pp. 485-515.

⁵ Burklen, Karl, *Blindenpsychologie*. Leipzig: Berth, 1924, p. 46.

remodeling period the pet cat jumped on the reclining form of Mr. Taylor causing him to throw his cigarette into the air. Following a diligent search by the other members of the family, Burns sniffed out the whereabouts of the lethal article in a pile of paper scraps!

Another time the family was preparing to depart when Burns smelled the scorching of a curtain which the wind had blown across a naked light bulb. It would likely have burst into flames soon after the family had left the house.

His favorite toys are sounds and things that make sounds. He gives voices to his toys and pets, and frequently delights in calling his friends on the telephone and disguising his voice to fool them. He saves tinfoil to hear it crinkle and listens to his heartbeats at night and pretends they are footsteps. His imitation of an ancient Ford starting on a frosty morning is very convincing, no doubt an outgrowth of his ability to distinguish cars as to their make and model merely by the sound of their engines.

Burns' mother says that he has a good imagination. When he was being prepared for a tonsillectomy at the age of 9 she told him a story about going to "ballon land" to allay his fears of the anaesthetic. Later he embellished it and retold it several times in a quasi-Disney romantic style, but now he associates this tale with his "youth" and is embarrassed when it is mentioned for he is now much older and more dignified.

A Bicycle for a Blind Child?

Undoubtedly his most outstanding ability, and the one of most interest to this experiment is his ability to ride a bicycle. Burns first "saw" a bicycle that belonged to a friend, and after he had visited the bicycle shop of a department store vowed he must have one for his

very own; but he hoped in vain during the Christmas season of 1949, and it looked as if he might never get one.

Then one day while she was hanging laundry out to dry, Mrs. Taylor beheld an apparition which left her unstrung for days. Burns was riding his brother's bicycle, but since it was much too large for him he had to perch precariously on one side of the vehicle and manipulate the opposite pedal by extending his leg through the frame. He had had no instructions whatever. Burns got a bicycle after that (his own size) even though his family called it a foolish investment.

Burns now rides very well, seldom hitting anything. To be sure, he makes use of all of his modalities while riding, for instance, he knows when he is approaching a curb because of the slant of the gutter, and he knows the difference in both the feel and the sound of grassy and gravel terrain from that of concrete. His memory comes in quite handily too, for once when he was approaching a mound of earth he turned neatly to avoid it—much to the consternation of his audience. He explained it thus: "Well, I guess I should know where it is; I dug it up two days ago."

"The Cricket"

The most important function that accounts for his phenomenal ability is that of making a clicking sound with his mouth: it has earned him the nickname of "The Cricket." Similar to the radar system used by bats, Burns listens for a difference in the sound he is making. When he approaches an obstacle, or when it approaches him, he hears a rise in pitch of the echo (The Doppler shift). This difference in frequency together with its relative intensity tells him where the obstacle is and how fast the approach. He says it is easy.

No one knows just how he first discovered this technique, but it was al-

ready well developed before his parents were aware of the significance of the sounds he made. The only explanation they can offer is that in 1946 (Burns was 6) the family heard a radio program which dealt with rehabilitation of blinded service men. Though Burns was playing by the radio, he seemed completely uninterested in the program. Perhaps this bears out the saying that a boy is "a set of ears with a great deal of imagination between."

Quite some time after this program Burns entered a strange house, clicked once or twice and announced that it was a large room. Everyone was speechless for they knew he had never been in the house before.

Now he uses this sound for finding smaller articles and for guiding himself between articles of furniture; and also for jobs such as locating buildings and trees.

The Experiment

The site selected for this experiment was a wide concrete walk running through a large unobstructed yard in front of the Texas State School for the Blind in Austin. It was large enough to accommodate bicycle riding and had few surrounding objects which could render distracting echos.

Two portable obstacles made of quarter-inch masonite were selected for use because they had been used successfully in previous experiments with the blind⁶ and evidently they cast an adequate echo. These targets covered slightly more than half of the walk and were placed along the course in a planned haphazard order to test Burns' ability to locate them as he approached on his bicycle.

⁶ Worchel, P., Mauney, J., & Andrews, J. G., Perception of Obstacles by the Blind, *Journal Exceptional Psychology*, 1950, 40, pp. 746-751.

Obviously no speedometer arrangement for timing the trials was practical; so it was decided that an average time over the entire course was the best arrangement. The subject was instructed to try to keep the speed as nearly constant as possible, and he co-operated as well as his youthful enthusiasm permitted.

The length of each session was governed by the fatiguability of the young subject and when he indicated that he was about to succumb to the summer afternoons, there was an adjournment to a neighborhood swimming pool.

The Results

There were two obstacles during each of one hundred runs; so there was a possibility of two hundred collisions. Burns collided only four times, and of these the first two took place on the first day of the experiment; the third was on day number four (which showed other interesting variations.)

After 40 consecutive trials without a collision, the subject was instructed to go as fast as possible. Forty more trials were given to make the total number one hundred. Only one collision was made after the instructions to speed had been given.

The results showed that the mean time for runs in which collisions occurred was 46.75 seconds, while the time for the non-collision runs was 30.63 seconds. This would seem to be conclusive except that due to our method of timing the collision itself would increase the time for that particular run.

In order to minimize this effect, the data have been fractionated into groups of 10 trials and the results of each group averaged. This has the effect of smoothing out the exaggerations in time due to the collisions themselves, thus:

Group of 10 Trials	Average Time in Seconds	Number of Collisions
1	44.3	2
2	40.3	1
3	39.3	—
4	38.7	—
5	39.8	—
6	39.1	—
7	33.2	1
8	26.8	—
9	22.7	—
10	25.6	—

It can be seen that the faster speeds did not tend to increase the number of collisions.

The first two collisions are attributed more to the novelty of the situation than to the factor of speed since they are the longest times recorded.

The third contact is bracketed by unusual circumstances. Even though this course had been selected because of its freedom from extraneous echo-producing objects, Burns could soon tell the starting positions by echoes from a stone wall at one end of the course and a building over 30 feet beyond the other end. It was on the fourth day that the third collision occurred, and several factors suggested that since this was the day the course was first run from north to south this re-arrangement of echo patterns might have distracted him.

In view of this and the comparatively slow speed, it is hardly likely that this collision can be attributable merely to increased speed.

When questioned about the final collision Burns said he could hear it coming but was going too fast to turn aside; so he hit it.

It is hard to find this set of results compatible with the statement of Sergel that an increased speed was accompanied by a decreased perception of objects. Cotzin and Dallenbach estimate

their experimental subjects moved at rates of between two and four feet per second. Only the four slowest trials in this experiment were slower than the rate of four feet per second. The remaining trials ranged upward to 22.4 feet per second.

Future Implications

Obviously, our experimental design was not flexible enough to accomodate the boy's phenomenal ability, and it must remain for another experiment to test adequately both extremes in speed with provisions to insure that human reflex limits are not mistaken for limits of a perception.

A more intensive investigation of this question should include some method of obtaining the speed at the time of impact rather than an average speed over the entire course. This would obviate undue influence on the time element when a collision occurred.

The Haskins Laboratories have undertaken experiments to develop guidance devices for the blind. In their progress report⁷ they have outlined a two-fold problem: the development of devices which would give to the blind (a) a mental picture of the environment, and (b) the location of obstacles close at hand.

They have undertaken these two assignments separately, and so far have used supersonics, light beams, other electromagnetic radiation and audio frequencies as means of investigating the environment.

The two chief difficulties which must be overcome are, first, the inherent technical difficulty involved in developing an adequate mechanism; and, second,

⁷ *Research on Guidance Devices for the Blind: A progress report on the work done at Haskins Laboratory. Committee on Sensory Devices, National Academy of Science, 1946, pp. 1-196.*

the limits of the scope of operations. In the case of the panoramic devices, the cues presented by the devices are too complex for practicality while in the case of the probe device the signal represents only a smattering of the environment. It is similar to what a sighted man would see if he "viewed his environment through a soda straw."

Work in the audio range was dismissed because devices employing a high pitched, continuous tone would be annoying and distracting to people other than the user, and hearing-aid devices are found wanting in their directionality.

The system of object location developed by Burns uses different dimensions of the same signal to ascertain different kinds of information about his environment, and it has several advantages over the proposed mechanical contrivances. It uses no devices which were not bestowed by a bountiful nature, with obvious economic and mechanical advantages.

The quasi-directionality of the high-pitched audio clicks and the intermittent nature of the sound makes it adaptable to both the probe and the panoramic applications. For gross estimation of his surroundings the boy uses the loud, widely spaced clicks in much the same manner as radar employs pulses of radio frequencies. The long intervals between clicks enables him to judge from the echoes where such things as buildings are when they are more than fifty feet away.

Burns probes the area in front of him for troublesome small objects with softer, more rapid clicks. Doubtless in this case it is the Doppler effect rather than the echo *per se* which enables him to locate these articles. The non-directional quality of his "transmitter" gives him command of the wide angle necessary for panoramic cues, and the nar-

rower angle used in probing depends on the selectivity of his attention, but never reaches the soda-straw variety. He gets vital information concerning over-hanging obstructions and those slightly to the right and left.

Since he intentionally generates the sound which he uses, it is always appropriate to the task at hand. It is a complex tone, rich in harmonics, and therefore neither shrill nor continuous: hence non-irritating to the neighbors.

Whether Burns' system can be learned by others is a moot question. The work of Worchel, Mauney and Andrews⁶ indicates that approximately 79 per cent of the blind have some degree of object perception ability. The study did not purport to determine how many of the remainder could develop this ability with sufficient training. (Ed. note: A later study by Worchel and Mauney showed that *all* of the subjects could be trained.)

Importance of Hearing

It might be helpful to obtain audiograms on a sample such as they used. If it were found that those who had little or no ability in this realm were also deficient in hearing—especially in the higher, more directional frequencies—it might be concluded that their ability did not develop because of their auditory impairment.

A corollary of this would seem to be that anyone with sufficient auditory acuity might be trained to perceive his environment by sound, at least to the point reached by Burns, and perhaps to a greater degree.

If, on the other hand, there was found no correlation between hearing acuity and object perception, it might safely be assumed that another factor besides high frequency hearing was operative, and this would have to be isolated and studied before it could be stated with

any degree of confidence the approximate proportion of the population that could learn to function as Burns does.

Summary

The present study was undertaken to investigate the relationship between rate of motion of a blind observer and his ability to perceive obstacles.

The subject was a totally blind boy of 11 years who was instructed to ride

his bicycle over a course in which two movable obstacles had been placed. After 40 trials without a collision, the subject was instructed to ride as swiftly as he could. Forty additional trials were given.

The results showed only four collisions, and one of those was during the higher speed trials. Thus, the results indicate that for this boy, higher speeds do not impair object perception.

World Council Moves Toward Uniformity

DELEGATES TO THE General Assembly of the World Council for the Welfare of the Blind reached the first international agreement on requirements of a minimum definition of blindness and adopted far-reaching resolutions and constitutional amendments before adjourning their Paris meeting in mid-August.

The Assembly, first in five years, proposed three criteria for defining blindness: total absence of sight, visual acuity not exceeding 3/60 or 10/200 in the better eye with correction, or serious visual limitation, generally up to 20 degrees.

While stressing the 3/60 requirement as the foundation for world-wide definition, the Council "strongly" urged that the definition be expanded wherever possible to include visually handicapped persons with 20/200 (6/60) sight in the better eye, after correction.

The resolution urging the minimum definition of blindness was unanimously adopted by representatives of more than

thirty nations, and is essentially the same as that passed recently by the First Pan-American Conference on the Welfare of the Blind and the Prevention of Blindness in Sao Paulo, Brazil. It will be forwarded to the United Nations Technical Working Group for the Physically Handicapped for possible UN endorsement and subsequent recommendation to United Nations member governments.

The minimum definition measure was one of fourteen resolutions adopted by the Assembly which, before it closed its week-long meeting, named these officers: President, E. A. Baker, Canada; Vice Presidents, R. M. Alpaiwala, India; Paolo Bentivoglio, Italy; Gerard Borre, Belgium; Alejandro Meza, Mexico; Carl Strehl, Germany; Treasurer, Henri Amblard, France; Secretary General, Eric T. Boulter. The election was carried out under provisions of a new constitutional amendment, which is discussed later in this article.

As a result of discussions stimulated



U.S. delegates and observers at the meeting of the World Council for the Welfare of the Blind. Left to right at table: Eric T. Boulter; George Card; Joseph Clunk; Robert H. Thompson; M. Robert Barnett; Alfred Allen; Edward J. Waterhouse; H. A. Wood.

by the program content, the Assembly brought forward a number of resolutions designed to reflect the group's opinion on many subjects. All resolutions passed unanimously with the exception of those dealing with handicap allowances and the definition of blindness, in which there was an indication of different opinions among the delegates. In its resolutions, the World Assembly:

—Cautioned against loss of "incentive to work and to contribute . . . to the economic and social life of the community," but proposed that blind persons be granted an amount free of a means test "in recognition of the extra and unavoidable expense of living on account of blindness." The Assembly endorsed similar provisions made by Sweden, Denmark and Australia which make such allowances over and above

other types of general maintenance assistance as may be required and recommended similar legislation by other governments. The resolution is directed at assuring blind persons "a reasonable level of subsistence in accordance with the standards of living in the community." The recommended action could be embodied in general social security programs or those expressly operated for the blind, the Council noted.

—Proposed that fundamental training and readjustment of the blind be geared to the blind person's family, community and employment background, and urged the introduction of adaptive training for "simple, practical agricultural pursuits in familiar surroundings." Attention was drawn to the Pilot or Shamba Training Scheme, now being carried on in Africa by the Uganda Foundation for the Blind in co-operation with the British Empire So-

ciety for the Blind. The Council felt that rural training centers for this specific purpose would be preferable to concentration of the blind in sheltered workshops in large cities and towns. It also resolved that in rural areas, where road access is possible, Red Cross and other workers be organized to do home visiting to instruct parents in the care of young blind children.

Urge United Nations Support to World Blind

—Noted that “the best intentions of the underdeveloped countries of the world” cannot effect the emancipation of blind people without “expert technical guidance and financial resources” and urged that the United Nations and specialized agencies extend this support to blind welfare activities in these regions. Individual governments, however, were urged to launch campaigns of public education concerning the needs of the blind. Representatives of the United Nations Division of Social Welfare, International Labor Organization and United Nations Educational, Scientific and Cultural Organization participated in the World Assembly.

—Resolved to cope with what was termed a growing international problem by investigating the extent of blindness among lepers to determine how organizations for the blind can best assist in the rehabilitation of blind persons cured of leprosy.

—Recognized that “the totally blind are in many cases more seriously handicapped than those . . . who retain some residual vision” and urged that the totally blind “whenever possible shall be accorded such preferential services and assistance as may be required to assure them equal opportunity with all other categories of blind persons.”

—Voted, in keeping with its belief in free international exchange of informa-

tion on blindness, to compile a catalog of films, posters and pamphlets designed to arouse interest in the prevention of blindness and the welfare of the blind. In cooperation with other international agencies, the Council will seek also to stimulate the production and distribution of publicity material on a world-wide basis.

Governmental Research Projects Proposed

—Recommended that international bodies and individual governments give full financial support to recognized effort in the fields of science and technology, since progress in these fields has added greatly to the physical, social and economic independence of the blind.

—Voted to address “an official and formal request” to the International Air Transport Association proposing a general fare concession which would allow a blind person and an escort to purchase “two tickets for the price of one at the ruling rate for the class of travel being used.” Individual governments, airlines and other interested groups are urged to secure similar provisions within their respective countries.

—Recommend that an international body be constituted to compile an international deaf-blind manual alphabet, among Western countries in the first instance. Three deaf-blind persons and a sighted consultant would serve on the committee.

—Adopted other resolutions dealing with activities in the braille field. While recording its “profound gratitude to UNESCO” for that body’s “magnificent contribution” to the field of orthographic and other braille usage, the Council noted that UNESCO’S budget makes no funds available for the solution of braille problems after December, 1955. UNESCO member governments were urged to allocate additional funds,

while the Assembly agreed to "accept parent responsibility for the World Braille Council" and to finance continued work toward international acceptance of uniform practice in all areas of braille usage. The Council engaged Harry Victor Spanner, United Kingdom, to produce, in a period not to exceed one year, a revised Braille Music Manual. It further resolved that present efforts to secure uniformity in braille music notation be "reasonably completed" before corresponding efforts are initiated in the field of mathematical and scientific notations. (See report on Braille Music Conference, pp. 326-327.)

Constitutional Amendments

Opportunity for full regional representation was insured through the Council's adoption of several constitutional amendments. The first changed the composition of the Council's Executive Committee to require five members from North America, seven from Europe, two from the Middle East, four from the Far East, two from South America, one from Oceania, three members at large, chairmen of consultative committees and the secretary-general, who now holds a non-territorial status. A second amendment, also aimed at greater representation, increases the number of vice presidents from two to five.

Named to the Executive Committee under provisions of the new amendment in addition to the officers listed previously were: Sir Clutha Mackenzie, Braille Committee; E. H. Getliff, Educa-

tion Committee; J. C. Colligan, United Kingdom; Hans Seierup, Denmark; Stevan Uzelac, Yugoslavia; Alfred Allen, M. Robert Barnett, George Card, United States; Juan Antonio Pardo Ospina, Colombia; Jose Espinola Veiga, Brazil; Mohammed Nour, Egypt; Amal Shah, India; Kingsley Dassanaik, Ceylon; Takeo Iwahashi, Japan; Charles W. Bennett, Australia; and Mitat Enc, Turkey. F. G. Tingen, Netherlands, and Louis Van Schalkwijk, Union of South Africa, were named members at large. The Council voted to require the Executive Committee to meet at least once every two years. It formerly met once a year.

To secure wider representation of divergent views, the Council voted to change its method of apportionment for national delegations. Under the new provision, countries of less than 20 million population now are permitted two representatives; 20 to 40 million population, four representatives; more than 40 million population, six representatives.

The change in representation is expected to increase the Council's membership, and is coupled with an increase of from \$50 to \$100 for annual membership fee. The Council adopted a budget calling for expenditure of \$14,000 annually until 1959, when it must meet again.

The Executive Council of the International Conference of Educators of Blind Youth met during the Assembly, and voted to hold the next international conference on education in a Northern European country in the summer of 1957.



A meeting of the International Conference on Braille Music. At table facing camera, center background from left to right: Pierre Navaux, representing UNESCO, Division of Mass Communication; Sir Clutha Mackenzie, Chairman of the Conference; L. W. Rodenberg, Braille Music Consultant for UNESCO and pre-Conference Co-Ordinator; Georges S. Raverat, Chairman of the 1929 International Braille Music Conference.

International Conference on Braille Music

HARRY J. DITZLER

IN ITS SEPTEMBER issue the *New Outlook for the Blind* made necessarily brief mention of the International Conference on Braille Music, July 22 to 30th in Paris, sponsored by UNESCO. Twenty-four delegates from nineteen nations gathered at UNESCO House to seek greater uniformity for braille music; inasmuch as the goal envisaged braille-using musicians everywhere, it is the more regrettable that countries restrained by the Iron Curtain, though urgently invited, did not participate.

Regional surveys and meetings during the previous year enabled delegates to voice the conviction of their respective constituents. However, under the genial chairmanship of Sir Clutha Mackenzie, President of the World Braille Council, there was gradually manifest

a general willingness to yield local preferences to the common good. Thus, concurrent sub-committee meetings in addition to plenary sessions, achieved gratifying results, whose technical implications would interest only those directly concerned, and are therefore enumerated elsewhere. Suffice it here to note that complete agreement was attained on literally scores of points ranging from minor discrepancies to erstwhile controversies of major proportions.

Indicative of the progress that exceeded the most optimistic pre-Conference hopes is the present close conformity of notation between Oriental music and that of the West—refuting, in this realm, at least, Kipling's notion that "Never the twain shall meet." Likewise momentous are the tentative plans for

the international cataloguing and distribution of braille music. Because no single conference can deal adequately with all the manifold aspects of so challenging an assignment, continuing machinery was set up, whereby a permanent music consultant, under the auspices of the World Braille Council, may carry forward the work.

The immediate success of the Conference and its propitious aftermath stem in considerable part from the selfless effort of one man. It was well-nigh inevitable that his forty years of pre-eminent experience and objective research should designate L. W. Rodenberg leader of this enterprising venture. In the unprecedented role of World Braille Council Music Consultant to UNESCO, throughout the preceding eighteen months Mr. Rodenberg gleaned and documented pertinent data from worldwide sources! Moreover, his meticulous preparing of the agenda, and impartial shepherding on the scene of concerted deliberation, proved obviously indispensable.

Lest this report suggest unalloyed labor, one hastens gratefully to add that, prelude to the quite intensive business, was the utterly delightful informal reception tendered conferees by the gracious personnel of the American Foundation for Overseas Blind, and the concluding festive occasion under the cordial ministrations of the UNESCO staff. Besides, when in mid-conference, debate was waxing ardent and, perchance, arduous, the World Council for the Welfare of the Blind staged a lavish banquet which could not but mellow the heartiest of warriors. Memorable indeed was the Sunday afternoon tour of Paris, with its privilege of paying thankful homage at the tomb of Louis Braille.

Little wonder that a final resolution expressed sincere appreciation of unique hospitality, and manifest collaboration among UNESCO, the World Council for the Welfare of the Blind, and the American Foundation for Overseas Blind in making possible this Music Conference of truly historic significance.

Newell Perry —

Teacher and Humanitarian

JACOBUS TENBROEK

DECEMBER 19, 1953, MARKED the occasion of the 80th birthday of Dr. Newell Perry. It also marked the occasion of his retirement as president of the California Council for the Blind. These are not merely private events in the life of a private person. They were public events in the life of a public figure.

Dr. Perry's beliefs and attitudes reflect the basic principles and outlook of the organized blind movement. In honoring him, therefore, we honor ourselves. In honoring ourselves, we honor him. A review of his life and activities provides a conduit through which to channel an exposition of the fundamental tenets of blind people everywhere, but particularly of those blind people who engaged in an organized effort to improve the lot of the blind.

Sixty years ago in California there took place a flagrant violation of popular belief and publicly prescribed custom. The lawless act was this: a bicycle trip around the San Francisco Bay from Berkeley by way of San Jose to San Francisco. The culprit was a blind youth named Newell Perry.

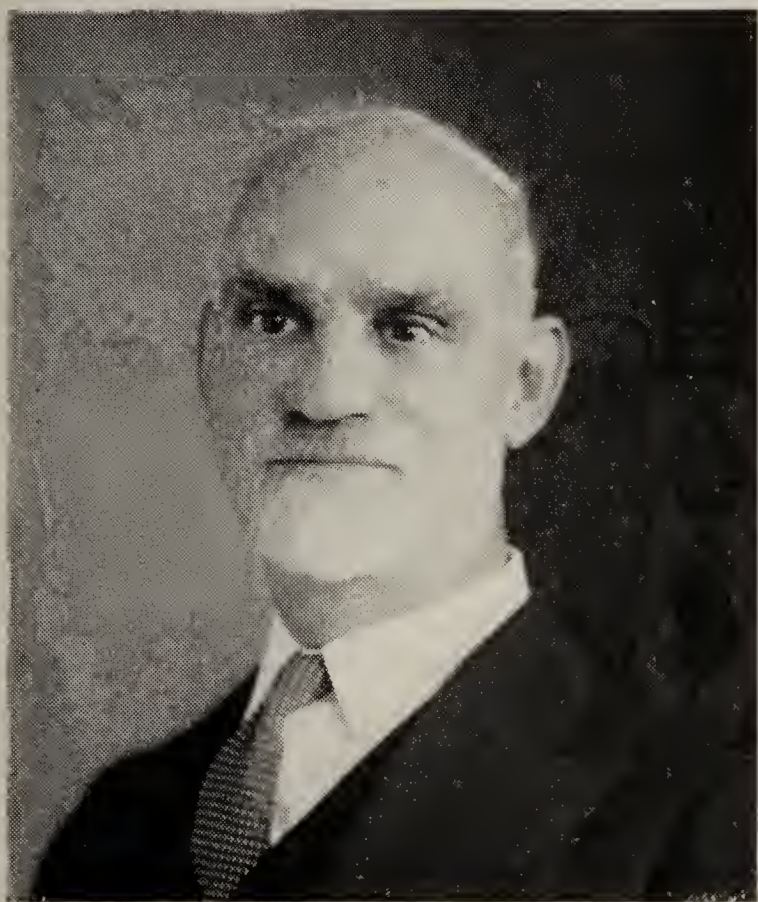
As surely as there are laws of man and nature there seemed then to be "laws of blindness." Young Newell Perry's performance in riding a bicycle for 80 miles was only his first transgression of the accepted conventions and convictions of his time. From that deed of law breaking he went on to embody in his

career a systematic challenge of the entire book of rules governing the conduct of the blind: the age-old proscriptions against independence of action, against seeking a higher education, against entering a profession, against striving for self-support, and finally against the anciently honorable and indeed biblical notion that the blind should not lead the blind. In fact there has been no "law" of blindness which Newell Perry has not defied and broken. Moreover, he compounded his offense by inciting others, particularly the youthful blind, to do likewise. The cumulative effect of this career of law breaking has contributed immeasurably to the fact that over the last half-century the old books of laws have been repealed and thrown away.

Newell Perry lost his sight at the age of eight. But that was not all! Before two more years had passed he was fatherless, homeless, penniless—and blind. With 21 cents in his pocket, a barefooted country boy (but without the bright eyes or even the dog which usually accompany the legend) he hitchhiked alone all the way from Shasta County to the California School for the Blind in Berkeley.

Over the next nine years he completed a primary and secondary education at the School for the Blind and at Berkeley High School. This in itself was more education than most people

acquired in those 19th century days; for the blind it was almost unheard of. But for Newell Perry it was only the barest beginning. He went on to gradu-



Newell Perry

ate with honors from the University of California in the class of '96. He then became successively a teaching fellow, assistant, and finally instructor in mathematics at the state university. Still this was not enough for young Mr. Perry. Breaking another rule and yet another, he made his way alone to Europe in 1900, carried on graduate work at Zurich University in Switzerland and Munich University in Germany, receiving his Ph.D. in mathematics from the latter in 1901.

Social History

The rest is well known history—social history. For 35 years, from 1912 to 1947, Dr. Perry was a teacher and director of advanced studies at the California School for the Blind. For 19 years, from its founding in 1934, he was the president of the California Council

for the Blind. For 50 years and more he has been the guide and counselor of hosts of young blind people in search of full fledged citizenship and opportunity.

In his lifelong occupation as teacher, it is natural that part of Dr. Perry's enduring contribution to the welfare of the blind should fall in the field of education. He was largely responsible for development of the system of higher education to the point where today it is routine for the blind youth of California to matriculate at universities and enter recognized professions. A fair share of the blind students who have received degrees and honors at California colleges and universities not only participated in the system which was so much the product of his labor but drew from Dr. Perry personally their original inspiration and above all the confidence that these accomplishments were within their power.

But great as Dr. Perry's educational achievements have been, they are outstripped by his accomplishments in the broad field of social improvement. He was a prime mover in securing legal and constitutional provisions in California: protected the right of blind persons to enter a number of professions; forbade irrational discrimination against the blind in the state civil service and in secondary teaching; enabled blind college students to pursue their studies with the aid of sighted readers hired by the state; and provided a system of public assistance to the blind which is not only the best in the nation but the model and precedent for the rest of the states. The steps which led to the establishment of this system included a constitutional amendment in 1928, the adoption of a comprehensive statute in 1929, and successive amendments in each of the sessions of the state legislature from 1931 through 1953.

Statesman for the Blind

It is the story of these battles led by Newell Perry—in their conduct as well as their outcome, in their strategy as well as their policy—that the quality of his statesmanship most clearly emerges. For had the constitutional and legislative structure erected in California over these years of unremitting labor been no more than a modern version of the Elizabethan poor laws, the blind would have been materially aided. But this was neither the character of the man nor of the measures. Instead the whole complex problem of public assistance to the blind has been re-assessed. A system was created which relieved the distress of poverty, and did it better than before. But in addition three cardinal principles were added which raised the entire machinery out of the dust of the past and pointed it forward.

The new system took cognizance of the need of the blind for adjustments on the social and psychological, as well as on the physical level. It permitted and encouraged the sightless to rehabilitate themselves and to become self-supporting. It applied the democratic principle of individual dignity to an under-privileged class of American citizens by guaranteeing them a fair measure of independence and self-respect in the conduct of their lives.

These legal and material achievements have rested upon a firm foundation of self-organization by the blind. More than any other person, Dr. Perry implanted and nurtured among the blind of California the sense of common cause, the spirit of collaborative effort in seeking solutions to the problems of blindness. More than any other, it was he who taught them that their over-riding problems were not individual and could not separately be solved; that single-handed they could not oppose and hope to convert the power of

government; nor the tyranny of public prejudice and unthinking discrimination which rejects while it over-protects. The blind have come to realize the value of organization and collective action, have seen the need to build for themselves the machinery that will unify their efforts and galvanize their energies.

Underlying these activities and accomplishments has been a philosophy of the blind and their role in society which is humane, enlightened, optimistic and deeply rooted in the most traditional principles of American democracy. In the control of their own lives, in the responsibility of their own programs, in the organized and consistent pursuit of objectives of their own choosing—in these alone lies the hope of the blind for economic independence, social integration and emotional security.

These then are the works and this the philosophy which underlay them. A word might be said about the personality of the man who sponsored the one and expounded the other. What impels a man to a lifetime of selfless devotion to others? What prompts one to forget his personal advancement and spend his time and energy in the advancement of his fellows? What is the nature of self sacrifice? Whence does the social conscience take its rise? These questions, for the most part, are unanswerable. The answers lie hidden deeply in the recesses of mind and personality not yet probed by the psychologist. In the case of Dr. Perry, however, some things are clear. He has never been a zealot. Reform with him has not been an emotional effusion, an accompaniment of unbalance and fanaticism. It was rather the product of a critical evaluation and penetrating analysis of facts of his own experience with blindness and of an active and restless disposition. He is a

man of singular determination and dogged persistence; and these traits are combined with emotional stability, temperamental equilibrium, intellectual composure, an incisive wit and remarkable sanity.

Always a Teacher

In all of this activity on behalf of the blind, however numerous and varied the tasks, it may be seen that Dr. Perry's role has been consistently the same: that of teacher. Who then have been his pupils and what have been his teachings? His pupils include those who were in his classes under the campanile at the turn of the century. To them he taught mathematics. They cover several generations of youthful blind who enrolled at the state school in Berkeley. He also taught them mathematics; but much in addition. He taught them a new attitude toward their blindness, toward their problems as blind people and toward the world. He infused them with hope. He stirred them with ambition. He gave them original and enduring confidence in their ability to live useful, normal and economically self-supporting lives. His pupils include the adult blind population for whom he has been pathfinder, pioneer and sage.

His pupils include as well those who work with the blind whether in education, rehabilitation, legislation, or social

welfare, who have learned from him what the real needs of the blind are—the need of normal people with only a physical handicap—and still more important, what the real abilities of the blind are—the abilities of normal people seeking only self-respect and self-sufficiency. Most of all, the pupils of Newell Perry are the sighted public of America; for in his lifetime, and immeasurably through his work, they have come ever more clearly to see the blind as neighbors, not as outcasts, as equal partners, not as dependent wards, as normal human beings, not as mental incompetents—in short, as ordinary men and women like themselves.

Eighty years ago the almost invariable fate of the blind man was mental and spiritual disintegration. Today, his prospect—though still in large measure an unrealized potentiality—is complete social and economic integration. Eighty years ago, the helpless blind man begged only a shelter by the side of the road. Today in the confidence of his normality, he demands a place in the sun. Dr. Perry did not bring about this great change. That was the product of many forces and many men. But he did nurture and augment—and we cannot say more or less in summation of the life and work of Newell Perry than that the data of his biography are monuments in the history of this social revolution.

First Workshop on Education of Blind Negro Children

REPRESENTATIVES FROM five southern states gathered at the Louisiana State School for Blind Negroes for the purpose of participating in a workshop dealing with problems which they are attempting to meet in their own school situations. The date for the conference was August 31-September 3, 1954. Mrs. I. M. Theus, principal of the school, and Dr. F. G. Clark, superintendent of the school and president of Southern University, acted as hosts and leaders in the pre-planning for the conference.

Teachers, houseparents, and school administrators were there from Florida, Mississippi, Kentucky, Arkansas and Louisiana. The topics which formed the basis of the program were previously submitted by the committee of faculty members from the Louisiana School. The pre-registration requested from participants from other schools served as a checklist indicating the popularity of the choices which made up the final schedule of four work groups.

The theme for the conference as stated on the program was "Seeking Solutions to Educational Problems of the Blind Child." The people who attended the meeting were primarily concerned with the examination of curricula and procedures in those schools in the South where blind Negro children are receiving their educational program.

This was the first conference of its kind, and resulted from a request sent from the Louisiana School for the Blind to the American Foundation for the Blind. The agreement was that the Foundation would financially make it possible for certain staff members re-

quested to help in workshop to come to Baton Rouge, and also pay the cost of room and board for those out-of-state participants who were in attendance at the meeting. The Foundation was also asked to have one of its staff members to help in the planning of the workshop.

One of the outstanding features of the meeting was the fact that President Clark of Southern University made available to the workshop the service of a number of professors who could represent the background in general education. These professors contributed valuable consultative help to the various groups as they represented the different areas which had been previously selected. They acted as consultants, lecturers, and participants in many helpful ways. In addition to the professors in psychology, vocational counseling, physical education, music and the various academic areas, the participants felt fortunate in having in attendance both the Dean of Men, and the Dean of Women. These two people made valuable contributions to the houseparents section.

The professors from Southern University were: Mr. J. B. Cade; Dr. E. C. Harrison; Mr. M. L. Harvey; Mr. U. S. Jones, Mr. B. A. Little; Mrs. O. B. Moore; and Mr. T. H. Shields.

The staff particularly responsible for applications in the education of blind children were as follows: Mrs. Florence Henderson, Associate Professor of Education, San Francisco State College, who worked especially with the elementary and music groups; Mr. Lee Iverson,



General Education Staff of Southern University who assisted at the Workshop on the Education of Negro Children, Louisiana State School for Blind Negroes, 1954

Principal, Florida School for the Deaf and Blind, who worked in the areas of physical education and industrial education; Miss Isabel B. Baughn, Research Analyst, American Foundation for the Blind, who worked with the houseparents group and represented the Urban League by presenting some of their career conference materials and other resources of importance to those who are attempting to meet the needs of young Negro children; Miss Georgie Lee Abel, Consultant in Education, American Foundation for the Blind, who worked with the junior-senior high school group, and spent some time observing and evaluating the progress of all of the groups in an effort to continue the joint planning and participation with Mrs. Theus, the resident co-ordinator.

The pre-planning at the Louisiana School was delegated to a great extent by Mrs. Theus to a committee of faculty members who had worked on the details

of the meeting for more than a year. The administration of the conference was a success largely due to the efforts of these teachers who understood the function of a good conference because they had done such excellent work in order to secure a worthwhile professional experience for those who attended. The planning committee was composed of nine faculty members from the Louisiana State School for Blind Negroes and seven representatives from Southern University. This was aided by the counsel of Mrs. Theus and Dr. Clark who also appeared on the program.

In addition to the special education staff made available through the American Foundation, there were also contributions to the program by the following state personnel from Louisiana: Dr. W. F. Beyer, Supervisor of Exceptional Children, State Board of Education, Baton Rouge; Mr. H. B. Aycock, Director, Rehabilitation Division for the

Special Education Staff provided by American Foundation for the Blind for the Workshop held at the Louisiana State School for Blind Negroes, 1954



Blind and Sight Conservation, Baton Rouge; and Miss Margaret Sutherlin, Caseworker for the Blind, Baton Rouge.

Perhaps the most important points of the conference, as expressed by the participants, was the manner in which the contributions from general education were combined with the needs of people representing the area of special education. The participants recognized the value of the philosophy of all of them

since it was focused at all times on the interest of blind children and the manner in which their schools are attempting to meet their needs. The feeling was expressed over and over again that this type of conference was of sufficient inspiration to those who would be returning to their various schools that they hoped that such an opportunity could be made available at designated intervals in different schools for the blind.

Fisher Named Foreign News Editor

Foreign Correspondents Also Named

WILLIAM FISHER, JR., who directs publicity for the American Foundation for Overseas Blind, has been appointed as Foreign News Editor on the staff of the *New Outlook for the Blind*. Mr. Fisher is a graduate in journalism from Stetson University, Deland, Florida. Prior to joining the AFOB staff he was Bureau Chief, Daytona Beach News and correspondent for Associated Press.

Mr. Fisher's appointment will provide the *New Outlook* with a more complete coverage of news of interest to workers for the blind from other countries throughout the world.

In addition, eight foreign correspondents have already been named; they will furnish the *New Outlook* with "spot" news stories concerning activities for the blind from their respective nations. Longer, professional-type articles will also be forwarded from time to time.

The countries thus far represented are Mexico, United Kingdom, British Colonial Territories, Turkey, Germany, Ireland, Union of South Africa and Sweden. When plans are fulfilled a corps of more than twenty-five foreign correspondents will keep the *New Outlook* readers informed concerning developments in all parts of the world.

These persons have been named as

correspondents as a result of initial response to the expansion program:

John F. Wilson, Director of the British Empire Society for the Blind, London, for British Colonial Territories.

Vernon Barlow, General Editor, Royal National Institute for the Blind, London, for United Kingdom. Mr. Barlow is the Editor of the *New Beacon*.

Prof. Dr. Carl Strehl, Director of Verein der Blinden Geistesarbeiten, Marburg/Lahn, for Germany. Dr. Strehl is a vice president of the World Council for the Welfare of the Blind.

D. J. van Wyk, Organizing Secretary, The South African National Council for the Blind, Pretoria, for the Union of South Africa.

Charles Hedkvist, De Blindas Forening, Stockholm, for Sweden.

Miss B. E. Knox, Organizing Secretary, National Council for the Blind of Ireland, Dublin, for Ireland.

Alejandro Meza, Mexico City, for the Republic of Mexico. Prof. Meza, a braille music expert, is a vice president of the World Council for the Welfare of the Blind.

Mitat Enc, Ankara, for Turkey. He is a member of the World Council Executive Committee.

Dr. Bloodhead Reports —

On a Rough Draft of History

HISTORIANS HAVE SUCH an unfortunate weakness for source material that any history of work for the blind will be found to be absurdly factual in context. In fact, the writers of history are so unable to use their imaginations that they have failed to describe a single historical event which did not take place.

The present writer, who styles himself a creative historian of the non-factual school, intends to sail well beyond the horizons established by source material into the vast and unknown waters of pre-history. Once there, the historians of blindness will agree, we shall really be in deep water.

Let us sail far enough into the past to study a blind man who has been ignored by the historians simply because he did not exist.

We find ourselves in the dankness of a dim cave where squatting figures are just perceptible among the eerie shadows. In our mind's eye we may make out a hairy man happily crunching bones with a good appetite and, if our minds have a nose, we will catch the odor of wet fur and halitosis. Suddenly we hear a cry of anguish. The squatting figures shift uneasily. A minority group has just been created. The hairy man has blinded himself while eating raw porcupine.

For days the wretched creature crouches in his corner, gutterally whimpering. The other members of the cave culture pay him not the slightest heed for their code of survival provides that every man must hunt and kill for himself.

And then one day desperation lends strength to his shrunken limbs. Clutching a convenient artifact, he secures a supply of food by hammering his neighbor on the head. An age of true independence for the blind ensues.

But slowly, the slumbering seeds of civilization begin to bloom behind the beetling brows of the squatting figures. They are transformed from isolated individuals to members of a group. The skeletal framework of a primitive society has come into being, complete with the first social problem—the common fear of being hammered.

This problem gives rise to the first rude seminar. With vile sounding grunts, the appropriate punishment for the blind man is proposed, discussed and approved. A welfare program is born.

We now see the blind man, or Case One as he is now called, deprived of his hammer and subsisting on rotten leftovers, or donations, as they are now called.

Gradually the quality of these donations improves as a new intangible called sympathy stirs within the furry breasts of the squatting figures. This feeling increases whenever they think of the blind man regaining possession of his hammer. We may refer to this period as "The Age of Voluntary Contributions."

Of course, we are too wise in the ways of work for the blind to believe that this solution was satisfactory. We know the prolific nature of social problems. Placed in the same cage with their solutions, they breed amazingly.

But then, where would we be without these blessed little events?

As the donations become juicier, an idea develops in the sloping brain of one brutish fellow. This is not a pre-historic or Neanderthal idea but the first of the progressive ideas, or in other words, schemes for exploitation. The blind man is obviously in need of an organization. A recreation program must be initiated. Surely the other cave dwellers can be persuaded to shell out a little more raw mastodon to feed the organization.

The program continues to expand as long as new forms of recreation can be thought up and soon a sizeable number of the cave personnel are on it and receiving their daily hand-out. This is known as "The Golden Age of Gim-mie."

Next appears another contemporary of that age who observed that the blind man has been driven half out of his mind by recreation, and who initiates a program of social work. With a group of trained cave teachers, she is soon hard at work adjusting the blind man. The Golden Age is in its heyday with new organizations forming daily.

Now, however, we begin to perceive the decline and fall of the Golden Age. Someone has thought of rehabilitation. At the first annual convention, a soft grunting philosopher points out that the blind man need not be such a drag on society. He may be trained until he becomes productive. He may again experience the sheer ecstasy of working hard all the time and society will no longer find it necessary to care for the people who care for him.

There is considerable opposition to this revolutionary proposal from the figures squatting on the right but it is eventually adopted and soon "The Age of Crude Brooms" is in full swing. The blind man fashions these necessary items and the brutish fellow and the hairy woman and half the people in the cave have to go back to work.

We have now seen work for the blind swing through a cycle which is not entirely unfamiliar to us, and as we leave the cave to return to the far distant and better organized future, we see an interesting bit of by-play. The brutish fellow is slyly offering a generous portion of raw porcupine to the soft grunting philosopher.

1954 National Federation Convention

MORE THAN 350 delegates and their families met in Louisville, Kentucky, from July 17 to 20 for the fourteenth annual convention of the National Federation of the Blind. Twenty-eight state affiliates were represented by official delegates. This record attendance symbolizes the enthusiasm and high degree of participation on the part of those present during the four-day program which proved among the most productive and successful in Federation history.

The program encompassed more than a score of speeches, reports and panel discussions touching on every subject of importance to the Federation and to the blind of America. The topics ranged from education to employment, from vending stands to vocational training, from workshops to welfare, and from lenses to legislation. Specialists from a wide variety of professional fields were present to inform the group on recent developments and participate in the discussion.

Among the highlights of the convention were addresses by three distinguished blind guests: Major General Melvin J. Maas, United State Marine Corps, Retired, a former congressman from Minnesota who is presently chairman of the President's Committee on Employment of the Physically Handicapped; Judge T. Munford Boyd, Professor of Law at the University of Virginia and formerly chairman of the War Production Authority Appeals Board; and Dr. David Guyton, Professor Emeritus in history at Blue Mountain College, Mississippi, and president of the Blue Mountain Bank. All three speakers provided eloquent testimony, both by

word and example, to the achievement possibilities of the blind in the most arduous and skilled professions.

Other well known guest speakers included J. H. Chappell, Rehabilitation Specialist of the Federal Office of Vocational Rehabilitation; Dr. Bernard S. Abrams, prominent optometrist of Columbus, Ohio; Fred Ward, Director of the Cincinnati Farm School for the Blind; W. Howard Patrem, Director of the Indianapolis Board of Industrial Aid and Vocational Rehabilitation for the Blind; Norman M. Yoder, District Supervisor, Vocational Rehabilitation Services for the Blind, Department of Public Welfare, Columbus, Ohio; L. P. Howser, Principal of the Kentucky School for the Blind; and F. E. Davis, Superintendent of the American Printing House for the Blind.

Dr. Abrams conducted a six-hour clinic at which he and his assistants examined upwards of seventy convention members to determine whether they could be aided by optical devices. He found that about fifty per cent of them could.

Full reports were given by Mr. A. L. Archibald, Federation executive director, and Mr. David Cobb, Federation attorney, covering: (1) The development of rehabilitation and vending stand legislation in the current session of Congress; (2) progress achieved in opening up the Federal Civil Service to the employment of the blind; (3) legislation proposed by the Federation to clear the way for employment of the blind in private enterprises operating under concession contracts on federal property.

This year's banquet, always a highlight of the convention, witnessed a new and outstanding feature: the presentation of official charters to affiliated state organizations. The charters, which certify to affiliation with the National Federation, were distributed to the 28 state groups present at the convention. The four affiliates which were not in attendance will shortly receive their charters by mail.

The following motions were passed:

1. That the officers of the Federation take such steps as they deem necessary to secure the preparation and publication of a history of the Federation; and that each affiliate be asked to appoint an historian to collect data on the history of the affiliate to be sent to the Federation and otherwise to collaborate with the Federation in carrying this project forward.

2. To appoint a committee to study the recommendations of Dr. Bernard Abrams that the Federation support the creation of a visual rehabilitation center, having the following three functions: (a) analyzing the various occupations as to their visual requirements and placing this information on record for all workers to use in helping their cases; (b) analyzing the various individuals as to their visual capacity under various test conditions, in regards to their ability to perform various vocations; (c) promote research in optical devices for the improvement of these individuals and also to investigate all existing devices as to their true value to the partially sighted.

3. That for the present the temporary membership of the National Federation of the Blind in the National Committee for Research in Eye Diseases and Disabilities be continued and that the president of the Federation be authorized to make the Federation membership permanent or withdraw it altogether as

the circumstances seem to him to warrant.

4. That the officers prepare resolutions: (a) urging the secretary of HEW and all other appropriate persons to strengthen and enlarge the Special Section for the Blind in OVR; (b) that the staff of the Special Section be enlarged by the addition of competent blind specialists in each of the various areas of employment: industry, commerce, the professions and agriculture; (c) that a school and demonstration project in agriculture be set up by OVR so as to: facilitate research into the employment possibilities of the blind in agriculture; to train agricultural specialists for employment in state rehabilitation agencies; to train blind persons who wish to enter agricultural pursuits.

A proposal to amend the Federation constitution by requiring that all constitutional amendments be submitted to the affiliates at least sixty days in advance was tabled after brisk discussion.

The total of \$1,095 in pledges toward the purchase of a braille mimeograph machine was received on the convention floor, following a report by Ken Jernigan of California which indicated that the machine should be ready within a few months for use in the distribution of braille bulletins by the Federation. A corollary to this report was the informative talk by R. L. Thompson, President of the Florida Federation of the Blind, on the possibilities of voice recordings as a medium for Federation bulletins. The president was directed to appoint a committee of three to continue the investigation of voice recordings for Federation purposes.

First Vice-President George Card gave an unusually good report on the fund raising activities of the Federation through White Cane Week, approval mailings of greeting cards and other methods.

In election held on the final day of the convention, the following officers were unanimously elected: president, Dr. Jacobus tenBroek, California, re-elected for his eighth term; first vice-president, George Card, Wisconsin, re-elected for his fourth term; secretary, Charles Little, Massachusetts, elected for his first term; treasurer, Emil Arndt, Illinois, re-elected for his eighth term. The following were elected to four vacancies on the Executive Committee: Harold Reagan, Kentucky, re-elected; R. L. Thompson, Florida; Earl Scharry, Iowa; Betty Gardner, Michigan. Professor T. Munford Boyd was unanimously elected to the Board of Directors.

Omaha, Nebr., was chosen to be the 1955 convention city of the National Federation, after a rousing floor discussion in which the assembled delegates

re-considered last year's choice of San Francisco.

The thorough preparation, tireless labor and unfailing courtesy of all connected with the host affiliate—the Kentucky Federation of the Blind—combined to make this year's convention an occasion to be long and pridefully remembered by all of us who were the beneficiaries of their genuine southern hospitality.

Note: Dr. Robert Fletcher made a tape recording of the entire convention. He will supply a copy of this tape recording for the whole or any part of the convention to Federation affiliates and interested individuals for the cost of the reproduction. Please get in touch with him at his new address: 1223 Jefferson Street, Kalamazoo, Mich.

Reported by Jacobus tenBroek

Necrology

The Rev. Paul Sperry, who in 1897 began activities in the weekly program of literary readings in the "Room for the Blind" in the Library of Congress died on Sept. 3. He continued his interest in the blind throughout most of his life, as director of the National Library for the Blind (now merged with the Division for the Blind, Library of Congress). For 27 years he was pastor of the Church of the Holy City, in Washington, D. C.

* * *

Chauncey McCormick, former trustee of AFB and AFOB, died at his summer home in Maine in early September.

Mr. McCormick was active in many phases of social welfare work. In addition to his service on the boards of both the AFB and the AFOB, he was also a trustee of the Chicago Foundlings

Home, and the Alexander Hamilton Memorial Fund. He was a director of the McCormick Theological Seminary, the Chicago Council of Social Agencies, and the Community Fund.

During World War I he served as a captain in the army in France and Poland and after the war was appointed by ex-President Herbert Hoover to the American Relief Commission.

Mr. McCormick was awarded the Purple Heart and the Victory Medal as a result of his army service, and was also awarded a citation by Gen. John J. Pershing. The French government awarded him the Legion of Honor and the Croix de Guerre with bronze star.

A native of Chicago, Mr. McCormick was the grandson of the founder of the McCormick farm machinery firm. He was buried at Wheaton, Ill.



Exhibit at Houseparent's Meeting in Oregon School, 1954

First Northwest Houseparents Meeting

HOUSEPARENTS FROM three schools for the blind in the northwestern part of the United States with personnel from other schools for handicapped children in the area convened at Salem, Oregon, September 8-10, for the purpose of improving their services to handicapped children. These houseparents came from the Oregon School for the Blind, the Washington School for the Blind, and the School for the Blind, Vancouver, British Columbia.

This conference was planned and conducted by the Oregon State School for the Blind and co-sponsored by the American Foundation for the Blind. Mr. Walter R. Dry, superintendent of

the school, and Mr. Everett Wilcox, principal, were responsible for the planning of the conference and for the selection of the speakers. The Foundation gave them financial support in providing fees for the lecturers and transportation for the participants who came from outside the state of Oregon.

One of the most interesting phases of the conference was the fact that representatives from schools for the blind, the deaf, mentally retarded, and delinquent children found that they could share with each other many of their experiences as well as their problems.

The staff members in attendance throughout the conference were: Mr.

Dry and Mr. Wilcox, and Miss Georgie Lee Abel, Consultant in Education, American Foundation for the Blind. In addition to the help offered by these people in the specific area of service to blind children, contributions were most helpful from Mrs. Emma Rasmussen, a former houseparent in both the Washington and Oregon state schools for the blind; from Mrs. Marion Grew, superintendent of the Washington State School for the Blind; from Miss Effie Westensee, teacher at the Oregon State School for the Blind; and from Miss Mollie Vlasnik, Consultant, Preschool Blind Children, State of Oregon.

Among the outstanding lecturers in addition to the specialists in the education of blind children were: Dr. Ruth Jens, Psychiatrist, Oregon State Hospital, Salem, Oregon, who discussed the importance of communication in our understanding of our role in our work with children who live in institutions, and our own feelings for the children whom we serve. She gave many practical suggestions in answer to specific questions which the participants presented at the meeting. Mr. Don Miller, Supervisor of Foster Care, McLaren School for Boys, Woodburn, Oregon, drew heavily on his experience with delinquent boys. He was especially helpful to the group in his understanding of their problems since he had had experience as a houseparent and as a worker with houseparents. Dr. Irvin B. Hill, Superintendent, Fairview Home for Children, Salem, Oregon, was most helpful in his discussions directed to the houseparents in their concern for the health needs of their children as to diet, safety, comfort, and various phases of mental hygiene.

The Oregon State School for the Blind contributed in making the attendance at the conference a success

and in their desire to contribute to the happiness and comfort of the guests. The personnel of the Washington State School for the Blind co-operated to the extent of having all of their houseparents in attendance and their teachers at various meetings. This workshop was an excellent example of two schools co-operating in an educational venture and sharing it with others from related areas of services to handicapped children.

Current Literature

⊕ "Public Assistance and Social Insurance—a Normative Evaluation" in *UCLA Law Review*, Vol. 1, No. 3, Jacobus tenBroek and Richard B. Wilson; (an analysis of social insurance and public assistance.) Copies may be obtained from Prof. J. tenBroek, 3118 Dwinelle Hall, U. of C., Berkeley, Calif.

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It seems pertinent from time to time to report on foreign language publications relating to blindness. Below is a selected list of such publications that have recently come to our attention.

In German:

⊕ *Einblicke in die Psyche des Blinden*, by Heinz Appenzeller, Zürich, Energetica-Verlag, 1952. (A Glance into the Mind of the Blind.) A deeper and more complete report of the study published in 1951 entitled "Einblicke in die Welt des Blinden."

⊕ *Einblicke in die Welt des Blinden*, by Heinz Appenzeller, Zürich, Energetica-Verlag, 1951. (A Glance into the World of the Blind.) Discussion of the problems of blindness and adjustment to

them. Includes poems on blindness by Milton, Kästner, and others.

✿ *Festschrift zum fünfundsiebzigjährigen Bestehen*, Berlin, Blindenanstalt von Berlin, 1953. (Publication in Honor of the 75th Anniversary of the Institute for the Blind.) Gives facts and figures about the Institute and its work, and about the occupations and interests of the blind. Two poems are included, also a number of illustrations.

✿ *Kriegsblinden Jahrbuch*, 1954, Weisbaden, Bund der Kriegsblinden Deutschlands, 1954. (Yearbook of the Association of the War-Blind, 1954.) Contents include: the aims of organizations for German war-blind, their employment, their future, their activities, their messages to the seeing. Has many illustrations.

✿ *Schweigt Gott? Erlebnisse eines ost-vertriebenen Kriegsblinden*, by Ernst Giese, Altdorf bei Nürnberg, Christlicher Verlag Fritz Pranz, 195-? 2. Edition. (Is God Silent? Experiences of an Eastern Zone War-Blinded Exile.)

✿ *Der Blinde in der österreichischen Wirtschaft und Verwaltung*, arranged by Erich Indrasé, Wien, Österreichischen Blindenverband, 1952. (The Blind in the Austrian Economy and Administration.) A report with evaluation and recommendations regarding work possibilities for the blind.

✿ *Blindheit und Technik*, by Dr. Otto Meyer, Zürich, Energetica-Verlag, 1953. (Blindness and Industrial Occupations.) Discusses potential occupations for the blind in industry, their sociological and physiological aspects, tactical and acoustical elements, etc.

✿ *Das Blindenhandwerk in der Deutschen Demokratischen Republik*, by

Dr. Walter Warnecke, Leipzig, Deutsche Zentral-bücherei für Blinde zu Leipzig, 1952. (The Blind as Craftsmen in the German Democratic Republic. [Eastern Zone]) Reports on the economic and sociological problems of the disposal of blindmade products, tax regulation, subsidizing, standardization, etc.

✿ *Dein Dunkel wird sein wie der Mittag*, by Max Wedemeyer, Gütersloh, Rufer-Verlag, 1952. (Your Darkness Will Be Like Noon.) A novel of a young blind girl whose story is told by her old schoolteacher, her fiancé, her pastor and herself.

✿ *Strömender Kreis*, by Erich Lotz, Gütersloh, Rufer-Verlag, 1954. Subtitle: "The Story of a Life." Biographical story of a war-blinded veteran of the First World War, his return to normal living, and his progress in the study of theology until he reaches his goal as a minister.

✿ *Wie erziehe ich mein blindes Kind?* Edited by Wilhelm Heimers, Hannover-Kirchrode, Verein zur Förderung der Blindenbildung e.V., 1953. (How Do I Bring Up My Blind Child?) Sub-title: "A Primer for the Training of Blind Children." Addressed to mothers of blind children, this illustrated 82-page book outlines the normal progress to expect, and gives concrete suggestions for the training of blind children at home and in school.

✿ *Von Vives bis Haüy*, by Alfred Mell, Hannover-Kirchrode, Verein zur Förderung der Blindenbildung, 1952. (From Vives to Haüy.) Sub-title: "Documents and Opinions, along with the Early History of the Education of the Blind."

In French:

✿ "La Readaptation des Femmes Aveugles à la Vie Domestique," by

Marthe Henri, reprinted from *La Canne Blanche* of Brussels, 1953. (The Readaptation of Blind Women to Domestic Life.) This practical article discusses cooking, sewing, motherhood, selection of clothes, etc.

In Spanish:

✧ "La Psicotecnia en el Trabajo de los Ciegos," by José Plata Gutiérrez, *Revista de Psicología General y Aplicada*, V.VI, No. 17, enero-Marzo 1951. (Psychotechnics in Work with the Blind.) The author stresses that psychotechnical problems of work with the blind, such as the development of substitutes for vision, scientific study and organization of work methods for the blind, etc., are of such specific nature that special psychotechnic laboratories devoted to the solution of these problems are needed.

This is one of a series of articles by this author, others of which are:

✧ "Expresión de las Imágenes Táctiles de los Ciegos por Medio del Modelado," *Revista de psicología General y Aplicada*, V.V, No. 15, Julio-Septiembre 1950. (Tactile Imagery of the Blind through the Medium of Modeling.)

✧ "La Sensibilidad Táctil de los Ciegos en Relación con la de los Videntes," *Psicotecnia*, V.2, 1941. (The Tactile Sensitivity of the Blind Compared with That of Seeing Persons.)

✧ "El Tacto de los Ciegos en la Localización de Puntos en el Espacio," *Revista de Psicología General y Aplicada*, V.I., No. 2, Julio-Diciembre 1946. (The Touch of the Blind in the Localization of Points in Space.)

✧ "La Capacidad de los Ciegos para la Síntesis Imaginativa Espacial," *Revista de Psicología General y Aplicada*, 3,

1948. (The Capacity of the Blind for Imaginative Spatial Analysis.)

✧ "Sobre la Relación entre los Conocimientos Senso-Táctiles del Ciego y los Optico-Táctiles del Vidente," *Psicotecnia*, 3, 1942. (An Investigation of the Relation between the Tactual Cognition of the Blind and the Visual-Tactual Cognition of Seeing Persons.)

APPOINTMENTS

✧ Robert H. Barnhart has been appointed the first supervisor of Kansas' vocational rehabilitation program for the blind, according to Harry Hayes, Division of Services to the Blind director.

The rehabilitation program, as now organized includes job placement, personal adjustment, training, vocational training, counseling, providing occupational tools and equipment to rehabilitation clients, and restoration of sight. The program has been under the personal supervision of Mr. Hayes but has grown to such a degree that it was necessary to appoint a full time supervisor.

Mr. Barnhart held the same position with the Tennessee Division of Services for the Blind for five years before going to Kansas. Prior to that he was chief of special rehabilitation procedures for the Veterans Administration at Atlanta, Ga., supervising the VA program in five southeastern states.

✧ The Connecticut Board of Education of the Blind announces that Albert N. Sherberg of Edgewood, Rhode Island, has been named to the position of executive secretary effective Aug. 1, 1954.



Albert N. Sherberg

A native of Providence, the new executive secretary, who is 55 years old, attended public schools there and in suburban Cranston. In 1923 he received a Ph.B. degree from Brown University where he later earned a Master of Arts degree in psychology. After three years as a student at Hartford Seminary Foundation in Connecticut, he received his degree from that institution in 1926.

With a New England background in the Congregational ministry, Mr. Sherberg has served more recently on the staffs of charitable and fund-raising organizations.

After a summer of resident clinical training in counseling at the Massachusetts General Hospital in 1944, he worked in this capacity on a part-time

basis for five years at St. Luke's General Hospital in New Bedford, Mass. From February 1, 1950 to January 1, 1951, he was executive secretary of the Rhode Island Association for the Blind.

Mr. Sherberg is married and the father of two grown daughters. He and his wife moved to Hartford in July.

In assuming this important post, Mr. Sherberg becomes leader of the oldest state commission for the blind as successor to Stetson K. Ryan, a tribute to whose notable services appeared in the September issue of the *New Outlook*.

IN THIS ISSUE

DR. JANE HALLENBECK is a graduate of Syracuse University College of Medicine. After one year of rotating internship, she spent four and a half years in the Child Psychiatry Department of the Massachusetts General Hospital at Boston. Her findings are particularly significant in the light of the fact that the diagnosis of retrolental fibroplasia has called attention to an increasing number of prematurely born children growing up with little or no useful vision, thus presenting, perhaps, new situations to those persons interested in services to young children with a severe visual loss. Dr. Hallenbeck has just returned from a two-year visit to Germany and soon expects to be working part-time in a small clinic. The rest of her time, she says, will be spent raising her two little children.

BRUCE McCARTY AND PHILIP WORCHEL, Ph.D., collaborated in Texas on the study which is presented here. Mr. McCarty graduated from Baylor University with a degree in psychology and zoology, in 1949, after service in the U. S. Army Air Corps. He then did his graduate work and received his Master's degree from the University of

Texas, and meantime has been doing educational therapy work and teaching sciences in a number of institutions and schools. Dr. Philip Worchel is professor of psychology and Director of clinical training at the University of Texas. He is a consultant in clinical psychology to the Veterans Administration, and National Vice President for the Southern Region of Psi Chi, a national honorary psychology fraternity. Dr. Worchel has published numerous articles on research with the blind. His Ph.D. degree is from Cornell University, in experimental psychology. His undergraduate work was done at City College in New York, and his M. A. degree is from Teachers College, Columbia University.

DR. JACOBUS TENBROEK is president of the National Federation of the Blind, and also associate professor at the University of California at Berkeley. He is also a member of the California State Social Welfare Board. His most recent contribution to the *New Outlook* was "Proposal for a Fixed Grant to the Blind and Related Constructive Changes" published in the November, 1953 issue.

ONE OF THE U. S. delegates to the International Conference on Braille Music, held in Paris the past summer, was Harry J. Ditzler, Director of Music at the New Mexico School for the Visually Handicapped at Alamogordo. Mr. Ditzler reports on the meeting in an interesting way that gives the reader a first-hand appreciation of the conference's problems and achievements.

Changes of Address and Renewals

Subscribers are urged to send in their change of address at least 30 days before the effective date to assure regular delivery of the magazine. Send all changes of address and renewals to Miss Margaret Fay, Circulation Manager, *New Outlook for the Blind*, American Foundation for the Blind, 15 West 16th St., N.Y.C. 11.

CLASSIFIED CORNER

MEDICAL SOCIAL WORKER WANTED: An expanding program of services to the handicapped people in Dayton and Montgomery County, Ohio, makes necessary the addition of a medical social worker. Worker will work in an integrated program with all types of handicaps, including the blind, with a well-rounded team of therapists and specialists. Starting salary is \$4,200 yearly. Working conditions include 40 hour week, two weeks vacation, sick leave, etc. Must have car. Interested medical social workers please write for further information to William D. Lakin, Director, Rehabilitation and Personnel Services, Goodwill Industries of Dayton, 201 West Fifth Street, Dayton 2, Ohio.

AN OPEN EXAMINATION FOR WOMEN will be announced in the near future for a Home Industries Supervisor for the Connecticut State Board of Education of the Blind. Responsibilities will cover selecting articles suitable for home production, controlling purchase of materials and inventory of goods, and organizing public sales. Applications for the examination may be made to the Board of Education of the Blind, Room G-4, or to State Personnel Dept. Room 405, State Office Building, Hartford, Conn.

POSITION WANTED: Either as an instructor or foreman in large workshop. 8 years experience as instructor in weaving department. Write for additional details to *New Outlook*, Box 10-D.

POSITION WANTED: In an agency where both home teaching and case work skills are needed. Applicant is a blind woman with Grade II Home Teaching Certificate and additional education as well as several years experience in the field. Write *New Outlook* Box 8-D.

POSITION WANTED: Social worker with professional experience in case work, group work, and education, seeking position with agency, or institution for the blind. Write *New Outlook* Box 9-D.

POSITION DESIRED: Young man (blind) desires a position as rehabilitation or employment counselor, or home teacher with some agency for the blind. Will also consider teaching positions. Experienced high school teacher and worker with the blind. Applicant holds B.A. degree in social sciences and also holds a LL.B. degree. Write Box 6-D *New Outlook for the Blind*.

HOME TEACHING position wanted. Young woman 25, single, graduate Howard University. Re-

cently received Class II teaching certification. Some work experience as home teacher with Miami Lighthouse, Florida Council for the Blind, Tampa Lighthouse. Totally blind; travel easily with white cane. Box 11-D., *New Outlook*.

HELP WANTED. College graduate, preferably knowledge some phase work for the blind, adaptability in variety activities—mechanical-literary including braille, committed to service in specialized form. Box 12-D., *New Outlook*.

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Attention Teachers & Supervisors:

Because our present mailing list is based on active customers, there are many teachers and executives who do not have our 1954 catalogue. If you are among them we would appreciate your writing to us, so that we can place your name on our permanent mailing list.

Understanding Our Limitations in a Functional Education for Blind Children

FLORENCE HENDERSON

IN CONSIDERING the education of the blind child the emphasis has been on principles and methods in his education. We must be concerned with this and guarantee for the child a well planned and thought out education commensurate to his needs. But—we are primarily concerned with the *child*. In making this our point of departure in this overall planning I would like to consider what we do to the child which conditions him for the learning situation.

Let us focus our attention on our responsibility in creating a climate where blind children can develop to the best of their individual capacities. I am always amazed at our pre-occupation with the limitations of the blind child, his differences; so often we get no further than this. True, he does not see—therefore some say he is limited in his orientation in space. He is as limited as we are in our belief that only vision can give us orientation in space. For so long have we accepted this that we have not explored the frontiers and possibilities of orientation in space by means of the other senses. As a teacher I can do

nothing about that which the child has not! My task is to try, in my limited way, to enter into his experiences, his thoughts, his way of learning and help him to satisfy those needs which are basic to all children.

What are these needs?

All children need first of all to be able to like themselves. This comes before they can relate to others and like others. Let us think of what we do to the blind child, and try to discern what has given him feeling. Let us examine some of our procedures, and then accept the responsibility. All of the team, parents, teachers, houseparents, workers, must accept this responsibility.

Think and Teach in Terms of What the Child Has, Not What He Lacks

May we not as a team have worked to give the blind child “not an image which he can like but a mutilated body image?” This is so easy to slip into for ours is a visual world. We are very narrow in our emphasis upon and preoccupation with vision. Those senses which the blind child can use to best advan-

tage are considered second best, substitutes, if you will. The story so often told of the four wheeled cart is so apt here. If the four wheeled cart loses one of its wheels but must continue as a four wheeled cart it will limp and clatter through life always functioning in terms of the wheel which is lost. But if we study the balance in terms of the function, and place the third wheel in the middle of the back, it will function as a three wheeled cart but will function successfully in terms of the use. Just so our blind child. If we continue to think of the organism in terms of that which is gone, always seeing this child in terms of that which he has lost, we cannot help him to that balance which will make of him a well functioning individual, not a seeing person who cannot see but a blind person using the senses which he has to the *nth* power.

Use Useful Senses to the Fullest

Have you considered how little we use the senses of touch, smell, taste, and yes—even hearing? In our culture there seems to be a touch taboo. Watch the little sighted child as you show him something. Out comes the little hand for he knows that to really know it he must have body knowledge of this thing. But what do we do? We say, No! No! don't touch—just look! Does sight give us a true impression of this object of three dimensions? A sculptor friend of mine, teaching at an art institute, was shocked by the unawakened sense of touch in her students, even those who were to work in this form. She watched them as they viewed as simple a thing as the corner of a table from all angles, from the side, from the top, from the bottom, then putting these all together into a *gestalt* of the thing, tried to reproduce it, when in fact they could have taken this into their hands, then

taken the clay. The form was there for the shaping. Do you know the exquisite pleasure of holding in your hand a soft baby chick, fluffy, warm and alive? Yes—you can look at it but unless you have experienced holding this warm bit of life even your visual impression is limited. Do you have to restrain yourself from passing your hand over lovely old polished surfaces or from holding interesting bits of jade or intriguing bits of coral? I must confess that it is extremely difficult for me to repress this urge! And—many times I don't.

What about our sense of smell? Do we use this or has the smell taboo made us self-conscious and shut us off from one part of our world? I am sure you have had the startling sensation of having a certain odor waft you back many years to a particular situation in your past. Just recently as I was crossing the Oakland Bay Bridge to Berkeley, a certain odor was very strong and I was back again in the Chicago Loop in 1919 on my way to my piano lesson at the Chicago Musical College. Have you not had a like experience?

A principal of a grade school questioned me one day concerning one of the blind boys in his school. In an embarrassed manner he said, "May I ask you a question?" It was, "Can blind children smell you?" (Imagine such a generalization—"blind children"—does blindness put in one class all children of like handicap?) I answered, "Some blind child might be able to, just as you would if you would allow yourself and not be afraid of the smell taboo." So he told me of Jerry who is totally blind, in the fourth grade, who comes to the resource room for typing and any other help he needs. He was alone in the room when the principal came in. The principal did not speak but came softly into the room. Jerry turned and said, "Hello, Mr. Smith, how am I doing?" Yes, Jerry

might have sensed him from some distinctive odor characteristic of the man. However, we must remember that we do not form concepts from one sense alone but one may be stronger than the other, aided and filled out by the other senses. Although the principal said he did not speak, and came in on soft soled shoes, yet even as he typed Jerry had been aware of the activities in the school, and so hearing combined with the sense of smell may have told him who it was.

Have you ever tried to really savor tastes? Not a taste table—or taste drills—or sense training! Please, no! But the fun of taste awareness in natural situations. Are you not flattered when someone asks for your favorite recipe or tries to determine the ingredients in a particularly intriguing dish you have prepared? Can you distinguish the spices in that interesting barbecue sauce your friend has made or do you, like most of us, go through life swallowing your food?

And, of course, hearing. This has always been stressed more or less as a substitute for seeing. Why a substitute? Is it not important in itself? Are we sure we always mean hearing when we say this? Do we not substitute passive hearing for active, creative listening? I would like to tell you the story of Johnny, totally blind, nine years old, who until last February walked with difficulty and always with aid, could not dress himself, feed himself, (indeed, in September he was still having a bottle), was quite facile in oral language but had no idea of the meaning. His talking was merely verbal gymnastics. But his mother eagerly told of his great interest in listening to music. He would sit all day by his victrola, endlessly changing records. He did not have the prehensile thumb and forefinger reflex of the very young child but he could pick up rec-

ords. She was shocked when told that this might be a form of opiate—that he was not really hearing because he had nothing to hear with.

It is going to be difficult even in the realm of music to have this boy listen creatively, to have music mean anything but background for daydreaming and retreat. He is coming alive but his teacher has had to go back with him. She has had to remember that as Dr. Hymes says in *Understanding your Child*, "There is a fish way of growing, a mouse way of growing. Cats are cats, a bird does what a bird has to do. And people—humans—have their own particular architecture. Everyone follows his own private timetable, but for everybody first things must come first, and you can't skip any steps along the way." So this teacher must help Johnny to go back and learn to hear a step at a time.

By the way, what is your "auding" age? Much has been said lately about determining each person's "auding" age. Real critical, constructive, creative listening is a very real need today when we are bombarded on all sides by words—words—words!

I think this is one of the most important avenues of learning for the blind child but it cannot be left to chance. The blind child cannot have wastebasket ears! The blank facial expression attributed wrongly to blindness is caused so often by the child just letting go and letting sounds wash over him, lulling him into endless daydreaming. The alive, vibrant youngster whose expression reveals to us his inner joys and sorrows is the one who is truly hearing, creatively listening, who through the sense of touch, taste and smell has brought to hearing the stuff of which experiences of well rounded four-sense concepts are made. These concepts can work for him in as real a manner as our five-sense concepts if we do not belittle

this wholeness by our feeling of adequacy in the face of his inadequacy!

Beware of Imparting Synthetic Visual Concepts

Let us examine ourselves and our limitations. Have we not tried to give blind children synthetic visual concepts which can never be real? Pictures—what does the word picture connote to the blind child? Yet we sit and describe pictures to him while he loses contact with us and reality. We do this when right before us have been the rich experiences of those senses real to the child.

This is a difficult task but that is what makes the challenge that much more exciting. Adventuring into experiences—bringing ourselves alive in the area of hearing, touching, taste and smell can be as thrilling as conquering the wastes of the South Pole or exploring the Amazon.

If we do not do this—if we continue to view this child as a seeing child who cannot see, we have helped to give him that mutilated body image which he cannot like! We do not for a moment minimize the difference which lack of vision causes in our culture, but with our change of emphasis and, more important, a change of *feeling* about the difference, we are ready to help the child accept the difference and make for himself a body image which will be acceptable to him, and his learning will be real to him.

As a rule it is only adults who find it difficult to accept the difference in another and go on from there. Children do this so naturally. In a certain grade school in a large city close to a residential school, the sixth grade had decided to make a relief globe for the students at the school for the blind. This was their project. The culmination of the project was a party to which they invited a group of blind children and

there presented the globe to them. The party was a real success, the children mingling freely and happily after the first get-acquainted period around the relief globe. Three little girls were heard in conversation near the door after having a tour of the building. One said, "It is queer about differences, isn't it, I cannot hear well, I wear a hearing aid." The second child said, "Yes, and I am blind, I cannot see." The third little girl, not to be left out, said, "Yes, and I have a bad disposition."

Children notice and openly discuss differences but accept each other on the basis of what is there!

It is difficult for us to enter into the experience which differs from ours but—must we? In fact, is it possible? Cannot we learn to accept the concept which functions for this child? It cannot be ours.

We, of course, help the child to fit into the visual world by using the vocabulary of sighted individuals. But let us help him naturally to use descriptive words real to him. If the blind child has a functional concept which works for him let us not devalue it.

Kessler, in his book on rehabilitation, tells what he believes is the reason for our emphasis on the differences. In the beginning of rehabilitation doctors made the diagnosis and recommendations as to job possibilities. They saw the pathological lesion and recommendations were made in reference to that and not to remaining health. This may have influenced our thinking. Also—may we not be puzzled and bothered by that which is not like us? Kantor, in his book *Dynamics of Learning*, says that teachers are addicted to making others in their own image. Cannot we recognize in each child that which is individually his, and that which has worth that must be respected? Can't we help the child to gain that recognition?

Another need of all children is the need to belong!

With the blind child education for the most part means that the child will be in a state institution. Helping to meet the need to belong poses a real problem for the school. First, the child needs a real tie with home. It does not need to be a traumatic experience for him to be away from his family for the school year. But—if the child has no contact with the home, if the school does not tie together closely the experience of school and home, it can be a traumatic experience. I know one school for the blind where there are rooms which parents may occupy for weekends or other short term visits. The parents are encouraged to come, to visit with the superintendent, to watch the progress of their child, to have him or her with them for a few days and to discuss the child's problems with the housemother and teacher. Brothers and sisters are encouraged to visit and a close tie is fostered. Belonging to the family, the peer group is essential.

The Need to Achieve

The need to achieve is the area in which the teacher, housemother, and workers all must team up to help give the blind child the skills and competencies which he needs in order to satisfy the need of achievement which is basic to all of us.

In the California framework for public education there are six principles which I would like us to consider in this task of ours.

1. *Learning takes place as the pupil realizes the purposes which are interesting and meaningful to him.*

We are thus confronted with the task of creating a climate in which the child can learn. Too often we have thought of education as something which we plas-

ter on or pour in, something we do to the child. If we stop to consider we can never change behavior or help the learning process this way. Today it is possible for me to interest you and bring about changes in your thinking, or clarify thought which you have had, only in so far as I do this in the framework of something which is of interest to you and which is meaningful to you. You are with me just so long as I stay within your experience and try to meet your needs. I lose you as soon as I go off on flights of fancy, interesting possibly to me but foreign to you. Just so with the child. If we can study his interests and purposes and can plan our learning situations to coincide with these, the child will learn. It is only when we stand in the way with our neat lesson plans, thought out in terms of segments of subject matter, that the child turns us off as we turn the radio dial, or as you can turn me off if you wish. Do not misunderstand me, we must have plans but (like our slips) they should not show. We must plan situations which will give the child security but our role is to set the stage, to have the potential of each child, not a class, in mind and to stimulate the growth of every child. This takes master teaching but how much more real enjoyment there is in this challenging kind of teaching when we stand back; always supplying the tools and materials but allowing children to grow. Possibly some of you have read the report of our workshop in 1952. Dr. Isabel Grant, a teacher in Los Angeles, presented a short talk there in which she says her part is to "let go and let grow."

2. *Learning is a process of growth through active participation. It is not a process of passive absorption.*

You are all familiar, I am sure, with parents who want you to do something

to the blind child so that he will learn to walk, to eat, to talk. Seeing only the blindness they forget that only the child can learn. No child can learn to talk who is not talked to—who is not included as other children in everyday occurrences—no child can learn to walk by sitting, and no child can learn to eat solids by having milk in a bottle until nine years of age. We are shocked by this but do we not do just as silly things in the teaching process? How is a blind child to learn to give and take if he does not experience giving and taking—how is he to learn to take care of his room, to hang up his clothes—to dress himself and take responsibility unless he gradually grows in these learnings? How is he to know what a pump is like unless he pumps water, how is he to know that carrots grow from little seeds, that they have frondy tops which smell good when squeezed, that you wash carrots, scrape them and sometimes cook them, unless he has done this? How does he know that biscuits are mixed, cut, baked, unless he bakes them? You can say, But he can't experience everything. No—that is true, but I would definitely try to base his first learning on those things which are real to him. As he acquires many experiences he will combine these and formulate concepts from parts which he already knows. Think of your own experiences. What does the world mean to you? Of course its meaning changes but you have never seen the world as a whole, yet you do have a concept of the world. This brings us to those things which puzzle sometimes in our limited thinking. I remember a teacher asking me how she was ever to explain a cloud to a blind child. Imagine! In San Francisco where we walk in fog much of the time. The blind child can have a much more real concept than a seeing person for the latter has a visual illusion. Clouds seem to be fluffy white cottony bits. We know if we have en-

countered them that they are no such thing. Yet poetry is full of such references. The blind child will have to be introduced to this poetic concept of those limited seeing people! Consider also the sky. Is it a blue dome or is it space—infinity—the mirage created by the sun shining on particles of dust? I am concerned about teachers and workers who feel hampered by not being able to explain color, for instance, to a blind child. Why try? We must realize that this is impossible *in terms of our experience*. The child will learn to use color words by association. This is real for him.

3. *Through the continuity and interaction of educational experience, many learnings occur at the same time.*

Time was when we turned reading on (or attempted to), for example, from 10:00 to 10:30, then arithmetic from 10:45 to 11:00; but recently the curriculum has been grouped around a central core or group project in many schools. Now we read to find out, we compute for a purpose, we write because we have something to write about. This does not mean that skills are neglected. We realize the need for skills and drill as meaningful repetition in order that the child may meet his needs in the best possible way. Take, for example, as simple a thing as a project built around pets. A visit to the pet shop in the village entails much planning. This co-operative planning by the teacher and pupils gives reason and basis for much oral language. The teacher notes each child's abilities, his difficulties and the need for improvement. As she goes over these after school she builds her oral word drills around these findings. A letter must be written to the owner of the pet shop asking permission to come as a group, a letter to the superintendent asking his permission and possibly inviting him in for discussion of this proj-

ect. Each child may have a part in writing this letter. Discussion of the possibility of having a room pet comes as part of this project. Decision as to the best time of day, the best day of the week, brings up discussion of feeding times at the pet shop. The teacher finds stories of pets in various braille readers, and puts these on a browsing table. The children read these and share with each other. They may even read a portion to the group. Attention can be paid by the teacher as to the needs of the individual child. No correction will be made in this audience situation, but a note will be made so that meaningful drill on particular errors can be made a part of the reading session. Computing bus fare for the group, the actual trip with all the varied experiences, and the final evaluation and summing up should make this fun for the teacher and the pupils alike.

4. *Learning proceeds best in actual life situations supplemented by books and other sensory materials.*

We could go on endlessly with this topic. We have not touched on the possibility of dramatic play, of the use of tape recorders, Talking Books, etc. The making of records, tapes, use of the equipment, and storing materials can all be a part of the learning process and should be a vital part of a blind child's education. We miss the chance so often of providing the learning gained by bodily response to rhythms, games, etc., the real body knowledge of the world.

5. *Learning is more effective if generalizations and abstract concepts are based on wide experience with concrete materials.*

This brings up the subject of models. I fully realize the importance of models to the blind child, but I have a feeling that the train made with pasteboard boxes or constructed by the child him-

self at the kindergarten or primary level, is more meaningful to him than an intricate train, be it ever so perfect. Just what does the blind child get from such an intricate model? We should give real thought to this. Should we present the blind child with a factually complex engineering device or should he have simple models, preferably self-constructed? Will he not gradually add to this concept until he will have a satisfying functional workable concept for him? Must he have our ideas? The fifth point in the framework ends with—*the learner should organize the results of his experiences for purposes that are meaningful to him and suited to his maturity.* Again, not our level, our concept, but the child's!

6. *Learning is more effective as the learner is aware of his own progress toward the goal.*

Here we come to a crucial point, that of individual goals, not competitive group goals. If each child can be helped to formulate his goal and then can be shown or helped to see his progress toward that goal, learning for him will take on new meaning, and his own place will be defined within the group.

If the child can be helped to "like himself," if we can help him to a sense of belonging, and if his need for achievement can have been met in terms of his own individual potential, those of us who have had a part in this exciting experience should be able to feel pride with William Lyon Phelps as he expressed it so well:

"I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and mistakes, and his distance from the ideal."

Employment for the Older Blind Worker

SIMON HOFFMAN

STUDIES OF THE LABOR market in the New York metropolitan area, by the New York State Employment Service and Federation Employment Service of New York City, have established the fact that business and industry usually consider the worker over 45 years of age as "old." This fact can be corroborated on any day by a simple perusal of the newspaper want ads for job seekers. A survey of several hundred firms by the New York State Joint Legislative Committee on the Aging, has conclusively verified that almost 40 per cent of the firms surveyed admitted that they set up arbitrary maximum age limits "above which new employees are not hired."¹

However, there is some recognition that considering a worker "old" does vary with the industry and the occupation. "A retail specialty salesman may experience re-employment difficulty at age 35 or younger. Yet a salesman in a wholesale field may have no trouble finding and holding a job at 55 or even 60. In the needle trade, a floor girl is 'old' at 40. Yet a pattern maker of 65 is often preferred to a 'younger' worker."²

Thus the age at which a worker is considered old industrially "depends heavily upon the kind and degree of skills, the industry, prevailing conditions of the local labor market, type and strength of unionization and the personal qualifications of the individual job seeker."³

It was in recognition of the broadness of this problem that the Federal Bureau

of Employment Security defined the older worker as that applicant who "encounters difficulty in getting or holding a job principally because of age or characteristics ordinarily associated with age."⁴

In short, our generalized understanding of the "older" person as having diminished speed, strength, vision and hearing is generally interpreted as: this older person, simply because of age, has too greatly deteriorated to warrant considering him for a job for which he is applying. The individual suffers to bear the load of mass statistics without regard to his own skill, ability and work capacity. The mere ticking off of birthdays, his chronological age, has thus made him vocationally handicapped.⁵

So, too, the blind have been viewed from a stereotyped frame of reference—the blind beggar, helpless, dependent.

Perhaps as many as one in four of those considered blind, are totally without vision. Others may have some vision varying from ability to perceive light, through a wide realm of increasing visual efficiency up to ability to read newspaper headlines—the 20/200 top of the range of "legal blindness." Still others may approach the normal visual acuity of 20/20 but suffer a greatly restricted field of vision—as tunnel vision—and also be considered "legally blind." Latest "guesstimates" of population who are within the definition of "legal blindness" exceeds 308,000.⁶ The Federal Office of Vocational Rehabilitation cites

25 per cent as a "reasonable figure" of employable blind persons. This would mean over 75,000 blind persons. That same agency has used an estimate of less than 25,000 as a rough indication of the number who are actually employed. This figure is based on the number of blind persons rehabilitated in recent years under the state-federal program of vocational rehabilitation. This leaves more than 50,000 blind persons considered employable "for whom the employment field is narrowed not only by the limitations imposed by blindness, but also by the lack of confidence on the part of the seeing public in the productive powers of the blind."

Drs. Lancaster and Foote, of the National Society for the Prevention of Blindness, have estimated that each year an additional 22,000 persons have their visual acuity reduced below 20/200. They state that "blindness is a major public health problem, not merely because of its incidence, but also because the blind man or woman does not die soon, as does the victim of cancer, but lives on for many years, often partly or wholly dependent on others. This fact makes blindness of great economic, as well as humanitarian significance."⁶

About 10 per cent of our total population is over age 65. However, 50 per cent of our blind people are 65⁴ or over and 75 per cent are 45³ years or older.

Thus, the blind older person seeking employment has two strikes against him imposed by our cultural stereotypes or stumbling blocks. This is offset in part by a growing cultural aid in our ever-increasing hopeful tendency to glorify the worth of the individual and to maximize his opportunities.

Let us then weigh in balance the facts about the older worker and the blind worker. The most common reason given for not hiring an older person

is the prejudgment, "they do not turn out as much work as a younger worker." Sometimes it is stated and other times implied, that the worker beyond 45 years of age has slowed down so much that he will be prone to more accidents, lateness and absenteeism. These assumptions are as a *sequitar* from factual medical data. Carlson and Steiglitz have described the physiologic changes in the older person as:

- slowing down of metabolism, cell growth and repair;
- gradual decrease in tissue elasticity;
- decreased speed, strength and endurance of skeletal, neuromuscular reactions;
- progressive degeneration and atrophy of nervous system; impairment of vision, hearing, attention, memory and mental balance.

The authors add that these changes are gradual. They might have also added that these changes may vary greatly from individual to individual.

Ideas About Employment Characteristics Are Changing

In other words, the factual medical data descriptive of the older population may not be very accurate at important points in describing that selective group of older workers who by reason of their physiological and psychological health are alive and are strongly motivated to continue to work. Further evidence of the selectivity of this group is borne out by recent industry surveys of characteristics of the older worker. In the Desmond Committee survey, in the New York area, three-quarters of the firms reported that their older workers produced as much as the younger workers. A National Association of Manufacturers' survey noted that one third of the reporting firms indicated that their

older workers turned out a higher quantity of work. The majority even stated that the quality of the older person's was superior. Similar facts were reported about the productivity of the blind worker. Several other surveys of business, industry and Civil Service reported that both groups, the blind and the older worker, had lower rates of absenteeism, lateness, accidents and turnover than that of the younger, non-impaired workers. The survey also cited the following favorable employment characteristics of these two groups: the advantages of experience and judgment from long maintained skills, increased loyalty and calmness, better comprehension and accuracy, less distraction, less wastage and "greater persistence and endurance in the long steady grind of competitive existence." There was also frequent mention of such positive attitudes as: more dependable, responsible, careful, diligent and conscientious.

It becomes increasingly clear that when we are concerned with the employment of the blind older worker, as when we are concerned with the employment of any member of any other group, we are able to serve that individual best and also serve the prospective employer best when we consider that person strictly as an individual. What is the totality of his ability, limitations and compensations, his experience, his motivation toward work and the other factors in the personality configuration that may be related to work tolerance, work habits and independence striving?

Twin Circumstances of Blindness and Age Augment Worker's Problems

The older worker who has become blind later in life as a result of the deteriorative process of aging, suffers an even more acute attack upon his self-esteem and independence needs. His

savings are exhausted all too soon on his necessary medical care and he is then economically dependent upon his spouse, his children, his relatives, or the community. This can be a devastating blow to the ego of a man who has been the breadwinner and head-of-the-house for 30 years or more. When added to this loss of family and social status and income there is also marked restriction of social and physical mobility, due to impaired vision, the traumatic effect can be completely immobilizing. It is no wonder that many succumb to a resigned acceptance of dependency. The truly selective few who desire and make use of rehabilitation services manifest strong motivation and very strong independence strivings.

How a person sees himself and makes use of himself is perhaps a key to his motivation. Our responsibility, in all of the counseling professions, is to attempt to help the client see himself and use himself in a constructive, participating, contributing and making-use-of-his-abilities manner.

Adequate service to the blind older worker can only be considered in terms of intensified individual treatment. The Guild's rehabilitation team uses the specialized skills of the social worker, orientation instructor, vocational counselor, recreational and occupational therapists, and medical and psychiatric consultants. Each one contributes in formulating the diagnosis and rehabilitation plan. We must start with a clear picture of the client's physical, mental and emotional health. Next we need a full appraisal of his vocational assets and liabilities. Then comes the vocational counseling in which client and counselor together decide on his "readiness" for placement or the prior need for re-training in his former occupation or training for new job skills or evaluation and pre-vocational training for in-

creased ability and independence in personal care and self-travel.

The older blind worker brings some special problems to the vocational counselor—and special techniques need to be developed to deal with them. Some lack the know-how or fortitude to carry on an aggressive job-hunting campaign. Unfortunately, some placement counselors for the blind insist that no blind person should ever attempt direct employer contacts on his own behalf. However, as our service is really individualized, we do find some blind persons at every age level who with counseling help, can wage an intelligent, successful job-hunting campaign.

The following case illustrations briefly summarize the developments and results of many hours of intensive counseling and activity. These few have been selected to point up some of the specialized services that were needed.

Mr. A. at 53 had been out of work for three years. Before that he had almost 30 years of experience as an accountant and comptroller. Although considered blind, he could do close visual work for 45 minutes of each hour if he could spend the remaining 15 minutes in less visually demanding activity. His ophthalmologist suggested that Mr. A's feeling of strain should be his guide. We arrived at a job goal of small office manager. Three years of unemployment had so depleted Mr. A's confidence that he felt he could not job-hunt—the counselor must find a job for him. However, in appraising his assets, we pointed up his fine appearance, intelligence and good speaking manner. In a series of contacts we "role-played" the employment interview until he found convincing words to describe his abilities in a positive manner. So, much encouraged, he started job hunting and subsequently found an office manager position where in a period

of 18 months, his earnings increased from \$65.00 to \$100.00 per week.

Mrs. B., age 57, had worked for 40 years as a finisher-inspector on ladies' garments. When her vision diminished to 20/200, she felt severely threatened by prospects of unproductive uselessness and public welfare support. In a short period of retraining, she learned how to arrange her work lighting advantageously, and to use a light paper background when finishing dark garments and a dark background for light garments. With these practical aids, Mrs. B. found that she could compete productively. Counseling coincident with her retraining helped her reassess her abilities and build up her confidence to job hunt again. In continued contact with the counselor during job hunting, Mrs. B. learned to merchandise her skills effectively. Although the garment trades are quite seasonal, Mrs. B. has been readily able to move on to a new shop shortly after her present one completes its production schedule.

Mr. E. is an alert, active man of 63. A reduction of his vision just below 20/200 compelled him to give up his usual trade of power sewing machine operator on men's clothing. Employers in this industry refused to hire Mr. E. for other less visually demanding jobs because of his age. In interviews with Mr. E., we developed an intensive job-hunting campaign in which he would be active. His wife would help him read newspaper want ads that he could follow up. A plan was also set up for him to contact the public and private employment agencies. He needed much supportive help to continue job hunting after meeting rebuff and rejection. Within five weeks a private employment agency referred Mr. E. to a job as messenger for a dental laboratory starting at \$35.00 per week. At the end of one month his energy and interest in

his job were rewarded with a raise to \$40.00 per week. This financial raise, however, cannot be compared with the tremendous raise in his self-esteem at his success in being able to go to the labor market and get a job that would enable him to work in the normal community.

Mr. F., aged 53, had owned and successfully operated a number of small businesses. He came to the Guild after having lost all the vision of his right eye and had had the vision of his left eye reduced to 20/100 with only a very restricted central field. Although his wife was currently working, he was very anxious to return to his former more satisfying status of breadwinner. In vocational appraisal, we agreed that although his vision was seriously impaired, he retained enough of his business experience to attempt retraining for a selected business endeavor. Mr. F.'s request for business planning assistance came very shortly after someone had contacted the Guild about his willingness to sell a small vending stand located in an industrial and commercial building that was netting the operator only \$35.00 per week. The Guild vocational counselor and Mr. F., after independent study of this location, felt that here was opportunity for better potential earnings. A Guild no-interest business loan was arranged to help Mr. F. purchase this vending stand. His outgoing personality and business acumen enabled Mr. F. to increase his weekly take-home to over \$100.00 per week. He repaid his loan to the Guild in less than the time originally planned.

Complications Due to Additional Disabilities

For many blind people in their 60's and 70's who request vocational services of the Guild, there is very little or no

reality of the possibility of their being re-employed in regular industry, because of additional disabilities beyond that of age and blindness. There are cardiacs with full or limited work tolerance in selected work situations, some with marked auditory impairment and others with emotional or psychological problems who cannot put up with the rigors of competing in industry. Some of these individuals may still be capable of achieving the norms of competitive production, while many of the others may be capable of reaching only 50 per cent of the competitive standards.

The workshops of the New York Guild for the Jewish Blind are rehabilitation oriented. Depending upon the totality of each individual's need and abilities, he may be helped to prepare for return to the normal work community or he may be offered long range employment opportunity in the Guild's workshops.

For this latter group, the opportunity to return to work is regarded by them as returning regularity, purpose and meaning to their lives. They can again be useful and productive within the limits of their ability. They can again enjoy at least a partial, if not a full, measure of independence.

Mr. Z., now 70 years of age, had been a power sewing machine operator for over 50 years. Since becoming blind, he had been wasting his time, getting up late in the morning, not caring much about shaving or personal cleanliness, sitting forlornly around the house and doing nothing but building up strained relations with his wife, and arguing with her over pocket money. On one of his visits to the hospital clinic for his cardiac condition, the hospital social worker suggested he might contact the Guild for help with adjustment to blindness and other activities to occupy his attention. In asking for work Mr. Z. did not know what he could do. He was

very willing to go to work on the light assembly and packing operations in the Guild's contract shop. The earnings for his part-time work came to \$10.00 to \$15.00 per week, but how much this opportunity to work meant to him seemed quite clear when he said, "Now I have something to look forward to every day. I get up on time, eat my meals at a regular hour and don't have to argue with my wife over money for cigarettes."

Mrs. T., age 62, had become very tense and nervous from her very long, slow journey to escape the persecutions and wars in Europe. The caseworker attempted to help her express and understand her feelings about her eye condition and its limitations. However, in view of the complications of both a language and emotional problem, she showed little progress in rehabilitation until after she started a program of training in hand sewing operations. Her fine performance in training warranted placing her in the Guild doll shop as a hand sewer and wig maker. While there, she has been able to earn enough to completely support herself. There is strong indication that the positive feelings of usefulness and the actual economic independence that her job provides has kept her from possible suicide.

These clients who have worked most of their lives, keep telling us how important it is for them to be able to work again to be useful, productive and independent.

For the blind older worker with additional disabilities, we have found that many can function productively in a sheltered work environment. For many, their special needs require more patience, time and special techniques, to

enable them to learn the new work tasks. They also require more emotional support and encouragement during their training period. Counseling in the training situation has provided a much better reality basis for helping them evaluate their abilities, their goals and their satisfactions.

It is hoped that this paper in bringing light to some misconceptions, in describing some attempts to meet the special needs of the blind older worker, may encourage further research and interest so that this very large part of the blind population might be served more adequately toward attaining goals of a meaningful measure of self-support, self-independence and self-esteem.

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The Aging—The Home Teacher's Challenge

Gretta Griffis

THE WORD "CHALLENGE" in the title of this paper was used purposefully. To me, a challenge means that a goal lies ahead of us, but it has not been reached. It means that we are on our way, but have not arrived. Certainly our work with those of our clients in the older age group falls into this category. The challenge for us as home teachers lies in helping the aging blind to develop interest in an activity or a person, or a group, and to use his skills and potentialities.

In order to do this most efficiently, there are a few principles which we should always keep in mind. (1) It is important for us to know as much as possible about the background of our client, environment, psychological, emotional, economic, and medical. (2) There are certain problems common to all older people. (3) The most recent thinking indicates that the greatest single problem of the aging is fear of being alone in the world. The factor of blindness very materially increases this fear, which is often devastating. (4) We cannot consider our client as an isolated individual. He is a part of his family or its substitute.

Four Groups

I feel the older clients with whom I have worked fall into four different groups. I say this, fully aware of the dangers of categorizing human beings.

First: There are those who can accomplish much, are aware of their ability and use it to its fullest.

Second: In this group we find those who could make for themselves a full and happy life, but who seem unable to do so. I have found this group the most trying—perhaps, I should say, the greatest "challenge." Their trouble seems due in some cases to a negative attitude.

Third: These are those who do lack capacity, either physical or mental, to accomplish much but have an overwhelming desire to do so—a desire which makes them incapable of facing their true situation.

Fourth: The last group are those whose physical or mental capacities, or both, have been deteriorated by the aging process and chronic illness to a point where they can no longer make new adjustments. They are quite aware of their limitations; they face them squarely and make the most of what is left.

Special Requirements of Older People

I have come to enjoy working and knowing older people, and thinking through the material for this paper has done much to enhance my feeling about them. They need understanding. It takes patience, infinite patience to work with them; it takes a warm and sympathetic heart; and it takes a sense of humor—all of these, to help them develop interests and activities which will be important to them and fill the gaps in their lives. But experience has shown me that it is worth the effort.

To do the best job with our aging clients one must feel unhurried. Their rate of learning is considerably slower.

They become upset more easily, and being hurried is a more serious obstacle to their progress than it might be to a younger blind person.

As with all clients, but even more so with the aging group, it is of utmost importance to learn as much as possible about them before going far with the teaching process. We home teachers too often teach skills and forget that we are teaching people. There are as many ways of teaching braille, for example, as there are people to be taught.

It is of utmost importance to have a picture of the client's general physical and eye condition because these conditions have an important bearing on what we can expect of the client and how we work with him.

For example, if the client has glaucoma one can expect a person who is somewhat tense, restless, and has difficulty in concentrating. This eye condition seems to have a general effect on the whole bodily functioning.

Often, blindness among the older group is caused by diabetes. When we know this to be true of a client, we should in general lower our expectations, because one of the effects of this disease may be damage to muscular structure, which has an important bearing on the use of the fingers. Some authorities feel, when working with a diabetic, that one should add ten years to the chronological age in estimating what the person is capable of doing.

Often high blood pressure is present. With these people one is particularly careful to keep the pace of work very slow. However, with some aging clients, it is important to push them. They have lost confidence in themselves; they have not only grown old, with all that this implies, but they have lost their sight, which is piling one thing upon another. The very fact that you push them often indicates to them that they do still have

some capabilities left. A worker must know when pushing is advisable and when it is not. In cases involving high blood pressure, it is wise to be pretty relaxed about things. This is also true in cases involving glaucoma. Of course, there are other situations when one should not push the client, but we shall come to them later.

Neurological disturbances and brain damage of all kinds are important in evaluating what the client can do. The client who has suffered a stroke is a pretty poor teaching bet, no matter how much you try to do with him. Possibly some of you can cite cases to the contrary, but for the most part, I believe, my statement will hold. Brain damage of any kind is something which will affect what the client can do physically and his attitude toward what is being done. Hope of emotional orientation is pretty slim.

I am sure there are other physical conditions which I might mention which have a bearing on our work with this group of clients, because as people become older the rate of all kinds of physical disabilities increases rapidly. There are heart conditions, loss of hearing, arthritis, etc.

Emotional and psychological problems often stand in the way of our doing the best teaching job. It is important to be aware of these, even though, as in the case of the medical problems, it is often impossible to do anything about them. Sometimes we can; so it becomes important for us to know with what we are dealing.

Circumstances Attendant Upon Age and Blindness

Too often older people are taken over by their families or others. Too often blind people are taken over by others, who want to do all the planning and doing for them. When you have both,

in combination, heaven help the older blind person. He hasn't a chance. Deprived of his independence, he loses his grip.

The families who are doing this taking over, even though it is done with the very best of intentions, are creating for themselves a situation which will prove to be an unhappy one for both client and family. Many times it is difficult for us home teachers to do anything to prevent this kind of situation, since too often we are not called in until the tangle is so bad that either client or family, or both, are so upset that they turn to an outsider for help. Unfortunately, again too often, they think we home teachers carry an Aladdin's lamp which will solve all the unhappiness in the situation. On the other hand, there do come times when others should take over to some degree. There does come a time when the combination of loss of sight, advanced age, and other physical illness, with the problems which come with all three, is overwhelming. There may have to be a brief period of a kind of psychological shock therapy, but here too one should be cautious in its use, because, if used at the wrong time and in the wrong way, it could cause further retreat. This period should be as brief as possible, only long enough to get the person functioning.

Years of experience have taught me to be cautious in my criticism of the family of the older blind person. While I do feel for him, and understand that his frustration is almost unbearable, the hostility which results from his frustration is not so easy for the others with whom he comes in contact. It is easy for us as workers to reject the irritable, crochety, old client, or the family who shows hostility toward him. On the other hand, we do not want to over-identify with either the client or the family. This takes self-understanding and professional insight into the situa-

tion with its many ramifications. We as home teachers can help our client find new interests and teach him new skills which will relieve a little of his frustration and thus take some of the tension out of the situation.

Whenever possible, we home teachers can do a real service by turning over all decisions to the client, and suggesting to the family—providing the opportunity presents itself—that they do likewise. Often when I go to see clients, they insist I take the responsibility for what they are going to do. This I generally refuse to do. I may help them come to a decision, but the final decision is theirs.

I wish I might share with you the growing experience which the preparation of this paper has brought to me. It has meant soul-searching in order that I might share what I have learned, and inevitably it has brought me face to face with many of my mistakes. Let us try to learn by our mistakes. I often find it helpful to think through a home visit, or a longer span of work with a client to see what I have done which has failed to bring the results I had hoped for. Often one can find the mistakes and can change methods.

The thoughtful worker must—particularly in dealing with the older group of clients—work out the fine line between a purely personal relationship with the client and the purely professional, detached one. There is a happy medium where one is both kinds of a person at the same time.

Blindness is to most of our clients an isolating experience. Growing older is often an isolating experience. When we have both present, the person feels utterly lost. It is much more difficult to get these people to leave their homes for social contacts. Often we have to go along with plans for the social contacts coming into the home. I had not been doing home teaching very long before

I learned the value of talking about blindness and its problems over the lunch table.

I have also learned that getting clients—by indirect means—to prepare a bit of refreshments for me has been a beginning step toward doing more cooking. Feeling the acceptance which comes from a happy relationship with the home teacher often gives the timid client courage to step forth into a new and strange world. Again a word of caution. These social affairs can be fun for both of us and can be the setting for working out of many client problems, but there must be limits. With some clients such practices would do more harm than good. I feel it is imperative that one have enough knowledge of certain casework skills to permit an awareness of the kind of person with whom we are dealing.

Reversal of Accustomed Role Due to Age and Blindness.

The older person is on every hand confronted with reversal of role. Formerly he was the head of the household, the breadwinner, the person in control of his own affairs. Now he has to depend on someone else at every turn. If, as a teacher, you are at all permissive so that he is not too fearful to tell you so, he will soon let you know that it is difficult to submit again to being a student under a teacher—in the role of a follower rather than that of a leader. Insofar as I possibly can, I let the person be the leader, only insisting on taking over when it is absolutely necessary for instructional purposes. I have found that homemakers get much more out of cooking lessons if conducted like neighborly chats over the back fence, which puts the client on the same level as the teacher, rather than my being the teacher presiding over the cooking class in the kitchen where the client returns

again to the role of a child student. I can tell you that these “over-the-fence” chats are rarely profitable in one direction only. If you have set for yourself a goal in your contact with a given client and hold that purpose in mind, you can be pretty informal in carrying it out.

Due to poor health, social isolation, loss of status, loss of independence, and related reversal of role, our aging clients often feel a loss of confidence in themselves. They feel useless, in the way, and unwanted. Often this is all too true. As they learn a few simple skills, some of their self-confidence will return. Sometimes they can learn a few simple household tasks which will give them a place in the family. Encouraging them to make beds, do dishes, set the table, pare vegetables, and other household activities may well be a beginning step in work with these people.

To have a healthy personality adjustment, one must have a balance between giving to life and getting something from life. One cannot give unless one is getting something from life. To our older clients, who have not only lost sight, but often times physical and mental vigor; who have lost relatives and friends through death or other circumstances, and lost economic independence, status in the family or other social group, there is not much to get from life. Often through our warm understanding, personal interest, instruction, at times even concrete gifts on appropriate occasions, we home teachers can give enough to carry our clients over the hump. Often times the goal of my work with these people is quite consciously working out a plan by which they can get something from life.

Recently one of the workers in the agency with which I am connected asked if I could see a friend of hers. Mrs. F., who is 76, has in the past three years lost her only child, a daughter, her devoted husband, and much of her sight.

She is paralyzed emotionally by all that has happened to her. Her older friends are no longer living, or are equally incapacitated, and her younger friends are all too busy with their own responsibilities to devote much time and attention to her. My work with Mrs. F. will be geared to convincing her that she is still worth something. I shall try to prove to her that she can still do things even though without sight. I shall, most important of all, be a warm, giving friend, who visits her each week with an attempt to put something vital back into her life by helping her find a new and absorbing interest. I have not yet seen Mrs. F., and do not know whether my efforts will be successful or not. Sometimes, in this kind of situation, they are not; sometimes they are partially; but if they are, it will take time, a lot of it.

A home teacher who is carrying a case load which is made up largely of older clients can often come to feel drained herself. These people take so much, that in order to do a really good job of giving to them, she or he must have some of his own needs satisfied. An agency administration which is aware of this and contributes to the satisfaction of these needs, will gain much in return by increased efficiency of its workers.

I must confess I have omitted some of my unsolved questions about the aging. There must be something which can reach those who now seem unreachable. I feel sure ten years from now someone will have come up with answers which will guide us to incentives where now there seems to be none. For instance, what does one give the older man to keep him busy when he is weary of listening to the Talking Book and radio; when he cannot learn braille; when leather work and metal work do not appeal to him; and he is not sufficiently skillful to do more complicated jobs?

Perhaps many of you have the answers.

I have come to thoroughly enjoy working with my older family. They like this description of them. They like me to rate their work by playing games of giving them imaginary different colored stars according to how well their work was done. In many ways they are like children; but they are not actually. They are adults whose opportunities have become limited. What new opportunities can we home teachers help them find?

Perhaps, you would have liked having more concrete suggestions of teaching methods and materials. I wish I could give them to you. I cannot. I have no pat answer. Each situation is a situation unto itself. I would not say that none of the older clients can learn braille. I have found leather work to be generally the most satisfying. It would be a wonderful help if the leather goods companies would co-operate with us home teachers by keeping styles and kinds of goods up to date.

In closing I should like to emphasize that just as blind people cannot be lumped into one group, so our older clients cannot be looked upon as being alike because they are over 65. It is of the utmost importance that we home teachers know the physical, emotional, cultural, economic, and psychological factors that go into each situation, and their meaning. It is important that we know enough about all these aspects of human experience to do a good job of evaluating our client. If we do not know with what we are dealing, we can miss fire in a way which leaves the client unhelped in spite of our having spent much time and much community money in his behalf. I wish I might elaborate more here on each of these aspects, but each of them would furnish material for a paper in itself.

New York Association Faces Challenge of the Preschool Child

MARIAN HELD

THE PRIVATE AGENCIES for the blind are faced today with a growing and tremendous responsibility for their services to very young blind children. I was asked to describe our preschool program to illustrate how we are attempting to meet this new situation. The Lighthouse which, as you know, is a multi-function agency offering to blind men, women and children in New York City some 29 major services, co-ordinates within its Department of Direct Services the preschool and nursery school divisions. Ever since our early beginning in 1905, when we realized the need for services to the blind of all ages and creeds, one of the greatest concerns of our agency was the care and training of children.

Although in these pioneer years the number of blind infants brought to our attention was not great, our thinking was influenced by the nursery school movement then developing for seeing children. We recognized the very special need of this type of service for blind children as even greater than it was for children not visually handicapped. It was our philosophy then, as it is now, that very young children should not be separated from their parents. In the early twenties the late Miss Daisy F. Rogers, devoted worker for the blind, made space available in our Women's Recreation Division; and engaged a qualified person to establish a nursery

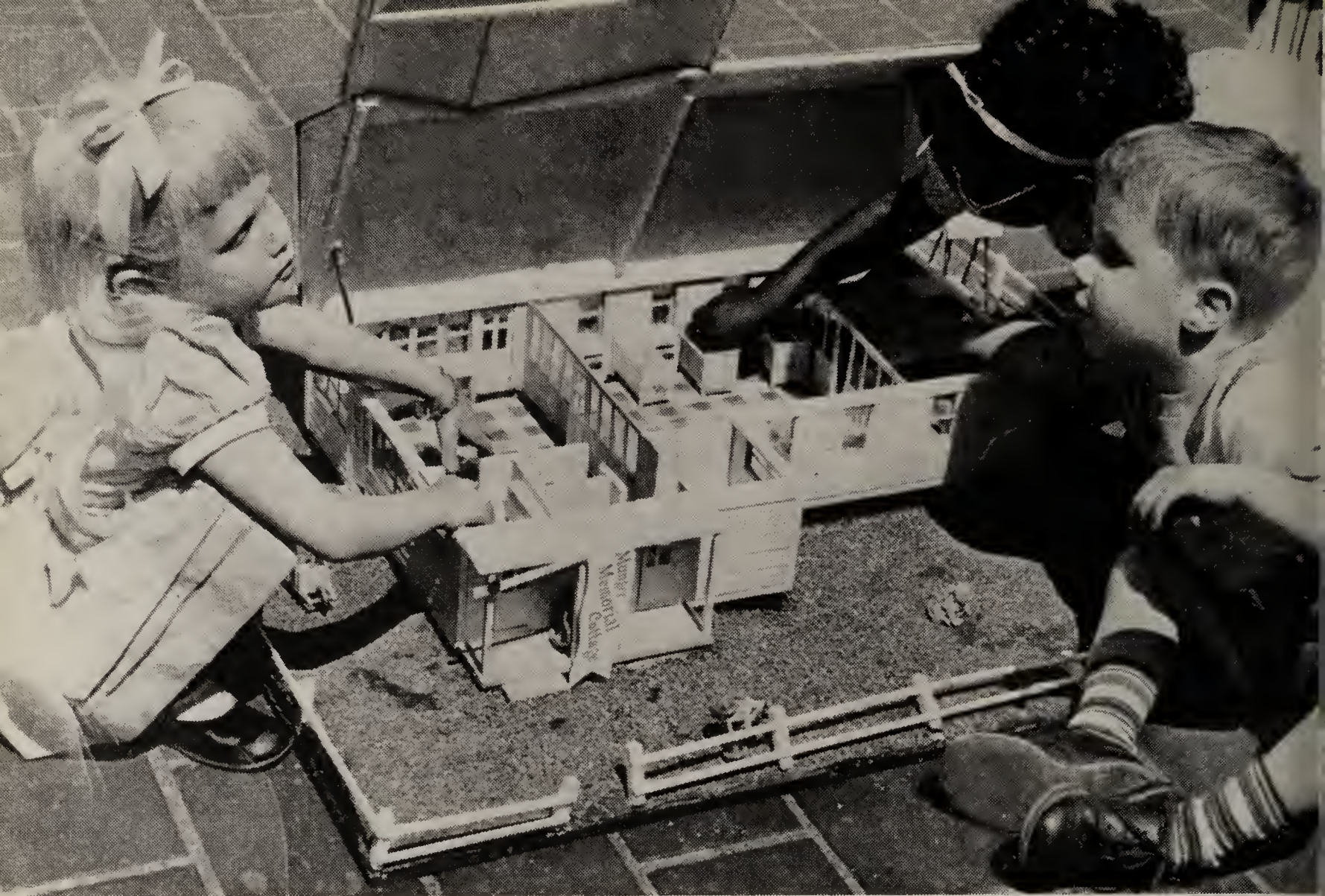
school, though of course it was only in an embryo stage. It is gratifying to note that so many of the children who attended our school are now well adjusted, self-supporting adults.

With the advent of retrolental fibroplasia, it soon became apparent that our preschool program must expand in several directions, in order to give the services needed to the many little children coming to our attention. Because of our limited staff, and the constantly increasing number of referrals from parents, hospitals, visiting nurse services, welfare agencies, etc., the New York Association for the Blind, like other organizations, was almost overwhelmed with the pressure on its facilities. The New York Guild for the Jewish Blind and the Brooklyn Industrial Home for the Blind opened nursery schools, and have devoted much time and money to research and study of the problem. The residential schools and the New York State Commission for the Blind have also expanded their facilities. The American Foundation for the Blind created a special department devoted to the needs of blind children throughout the country, and in many ways has stimulated professional groups and set up training classes for teachers.

Lighthouse Expands Program

With "eyes to the future" the Lighthouse, under the leadership of the executive director, Dr. Philip S. Platt, undertook a program to meet the needs in

Presented at the Annual Meeting of the New York State Federation of Workers for the Blind, Glens Falls, New York, September 24, 1954.



Children at play at New York Association Lighthouse Preschool Nursery

our area. We expanded our original nursery school at our headquarters from 12 to 15 children to accommodate 24. This necessitated the doubling our annual budget for this particular phase of our work. At the same time we employed a nursery school director, Miss Leah Katz, whose training and experience were primarily in the field of early childhood education. Through her initiative and leadership much progress has been made in our school program. Three years ago we inaugurated summer sessions for mothers and children under nursery school age. Some mothers participated regularly; others for only a few hours each week because of household responsibilities. All were eager for this additional help.

In 1953 our home counseling service was re-organized, and we now have three workers in the field, including a supervisor, Miss Gertrude Van den Broek, who has had many years of experience

with blind preschool children. Her fund of knowledge and resourcefulness has been of tremendous value to us. As of this date we have 249 children registered, some of whom are already in our nursery schools, or in other schools or institutions. About six new cases are reported to our agency each month. After the initial contact has been made, then the home situation, development of the child, and the parents' need for counseling determine the frequency and number of subsequent visits. Parents confronted with the fact that their child is blind react in various ways. Usually they seek and welcome advice and counsel from an experienced worker, whose understanding and guidance give them the assurance that they are not faced with a hopeless situation. The sooner home counseling can be offered after blindness has been diagnosed, the better; particularly before patterns such as over-protection and rejection are too firmly

established, and the child develops behaviour difficulties. It is also the responsibility of the home counselor to make the parents aware of community resources available to the child, and to refer those children they feel are ready for play group sessions, nursery school experience, and other activities.

For many years we have provided psychological evaluation and guidance at The Lighthouse. This service was originally set up by Dr. Kathryn E. Maxfield, to whom we are especially indebted for the invaluable help and advice she has given us over the years. Her adaptation of tests for the young child has been most useful. In her present capacity as psychological consultant, she is available for conferences with our preschool psychologist, Mrs. Irene N. Rapaport, who tests the children, counsels the parents, and works closely with our home counselors and nursery school staff. We also use the facilities of hospitals and mental hygiene clinics, and this year we provided individual psychiatric therapy for disturbed children.

About seven years ago we instituted parent-teacher meetings at which our parents might gather to discuss their problems intimately with our staff. It was suggested at that time that fathers, as well as mothers, participate in these informal evening sessions. Dr. Berthold Lowenfeld, then on the staff of the American Foundation for the Blind, was most generous in giving us the benefit of his wide experience. Parent-teacher meetings are now formalized, and are held regularly each month. I need hardly describe the eagerness with which the parents participate in these sessions, and the fine results which have been achieved. Two large conferences are held each year under Lighthouse auspices, designed to bring together not only the parents and teachers, but other social workers and professional groups

in the preschool field. At such gatherings we have featured topics of timely interest, moderated by well-known educators and child welfare experts. We have endeavored to present the problems of the blind child, along with those of the seeing child, by using such media as educational films, and dramatizations especially prepared by the American Theatre Wing Community Plays Service. These meetings are an outgrowth of our three-day conference on the preschool visually handicapped child, held two years ago, in which the agencies for the blind participated, and which gave us all an excellent start toward co-ordinating our work.

What child does not enjoy the benefit of a holiday in the country? Years ago we desired to make facilities available so that a few of our children could escape the heat of the city and romp in the freedom of the outdoors. We first used one of our seaside camps, but later built Munger Cottage at Cornwall, N. Y., where we now accommodate two groups of nine children each for a month's stay. This project is supervised by one of our qualified nursery school teachers, who with her two assistants, give the children every opportunity to have a wholesome, happy country life.

Cost of Program

What does such a program as I have described cost? It is hardly necessary for me to point out that in addition to directors, teachers, psychologists, counselors, medical social workers, there are housekeepers, cooks, chauffeurs, guides, etc., as well as lunches, equipment, transportation, insurance, and other items, which make for a most expensive operation. Our budget now reaches close to \$64,000.00.* This does not include

* On the basis of 12 months, 3 nursery schools, preschool home counseling, and vacation camp.

administration and other overhead charges. Where do such funds come from? We, as a voluntary agency, depend upon contributions and special gifts, but the public has given us great support and co-operation. Am I giving you a financial picture which might be discouraging to a smaller agency? I sincerely hope not, as even a more limited project serving fewer children would be a step in the right direction.

Looking Ahead

Transportation has always been, not an insurmountable problem, but a very real and expensive one. We have been particularly concerned with the time element involved in bringing the children from Queens to our nursery school. We have 55 children registered in that borough, which covers an area of 120 square miles. Our hopes and prayers are now about to be realized. We are pleased to announce the opening of two new branches of the Lighthouse Nursery School—one at Temple Isaiah, Forest Hills; the other at Public School 133, Bellerose. These schools are starting with a registration of eight children each. We expect to expand to 15 within a year. Each unit is entirely under the jurisdiction of the Lighthouse, insofar as educational program and personnel are concerned. Each of the schools has a qualified head teacher in charge, but all three are under the supervision of the Director of our 59th Street school, thus co-ordinating the program. We are gratified that we have succeeded in obtaining the interest and co-operation of the New York City Board of Education in our preschool program. The fact that the public school authorities now recognize the urgent need for specialized

training of young blind children is a vastly important step forward. It opens up tremendous possibilities for the future. The private agency has indeed a great responsibility in pointing the way to what can be accomplished in a co-operative arrangement with the Board of Education. This demonstration should not only be a spearhead in making the best facilities available to blind children of preschool age, but should further help to integrate them into the seeing world, and give to the community a better understanding of the problems.

I hope I have not digressed or described our own program too much in detail, but it is helpful in our planning to review what has been accomplished in these past very important years. We all agree that our children should be given the best possible start in life, so let us prepare for the future with good schools and teaching staffs, well-trained counselors, intelligently controlled public education programs, and adequate medical, psychological and psychiatric services. We are aiming for a sound and practical program, but I believe, as private agencies, there are limits to what we can do alone. Ideal or even adequate facilities are not always within our reach, and many agencies are restricted by funds and staff. We feel we can take honest pride in the great strides which have been made so far, but there is still much to be done. We look forward to the time when the incidence of blindness in infants will become negligible. However, for those children who are without sight in their earliest years, we will continue to strive for the very best educational facilities, and hope they will be available to all such children, wherever they may live.

NEWS BRIEFS

❖ Late this summer Dr. Eleanor Gertrude Brown, teacher, author and lecturer, of Dayton, Ohio, was honored by many of her fellow-citizens on the occasion of her sixty-sixth birthday. Dr. Brown, who has been blind since infancy, was born in Osborn, Ohio, and received her early education at the Ohio State School for the Blind. She received her B.A. degree from Ohio State University in 1914, an M.A. from Columbia in 1922 and a Ph.D. degree from Columbia in 1932. Though recently retired, Doctor Brown still teaches on a part-time schedule at a Dayton high school. All her professional life has been spent as a high school teacher of history, and she has found time to write *Milton's Blindness* and *Into the Light*, the latter being a collection of poems. At present she is at work on a story of her life, which will be titled "Corridors of Light."

❖ A symposium entitled, "The History of the Development of Work for the Blind" was held September 14th at Butler Library of Columbia University, under the joint auspices of the Associated Blind and Columbia University on the occasion of the Bi-centennial Celebration of the latter institution. About 70 persons were present at the meeting, presided over by Tex McCrary, radio and TV personality.

Speakers were Barney Mamet, founder and secretary of the Associated Blind; Dr. S. C. Roy, Professor, Special Education, Columbia University; Ernst Jorgensen, Social Affairs Officer for the Blind, United Nations; Joseph F. Clunk, Managing Director of the Philadelphia

Branch, Pennsylvania Association for the Blind (whose paper was read in his absence); and Irving M. Selis, founder and executive director of the Associated Blind.

❖ A blind judge, Sam M. Cathey of Asheville, N.C., was awarded the 1954 President's trophy as the outstanding handicapped man of the year.

His selection was announced by Major General Melvin J. Maas, chairman of the President's Committee on Employment of the Handicapped. General Maas is also blind.

Judge Cathey, a municipal judge since 1931, was blinded in 1912 by a dynamite explosion on a construction project. He has long been a champion of helping the blind to help themselves. General Maas said Judge Cathey was responsible for setting up one of the first rehabilitation centers for the blind and had been a leading figure in establishing the North Carolina Association for the Blind and the State Commission for the Blind.

❖ Dr. Henry H. Kessler, well known to workers for the blind, was one of three men honored with the first Albert Lascker Awards at the world congress of the International Society for the Welfare of Cripples, held at The Hague in September. Dr. Kessler is medical director of the Kessler Institute for Rehabilitation.

❖ A significant event in Connecticut's program for the blind occurred on Sept. 1 when ground was broken for the new \$300,000 dormitory and classroom building at the Oak Hill School (The Connecticut Institute for the Blind) in Hartford.

Frank Johns, Jr., is superintendent of the school. The chief speaker was Governor John Lodge.

Adequate Industrial Education in Schools for the Blind

LEE A. IVERSON

IN A CONFERENCE where we are attempting to find answers to many questions concerning an adequate educational program for each blind child, it is natural to begin this topic with a question. I hope we will be able to answer some of the questions relative to the programs now being offered in our schools for the blind in industrial education. If this discussion raises and crystalized certain questions for you, perhaps the small group sessions will serve to explore at least our feelings about the best possible answers.

First, why do you have the type of industrial education program you have? Is it the proper program to best meet the needs of your students? Is your program industrial arts, vocational education, arts and crafts, co-operative education, work experience, or a combination of two or more of these? Is your shop recognized as an ideal site for putting the theory of learning through doing into practice? Does your program give enough consideration to the terrific handicap blindness is in the securing of incidental information regarding industry? In other words do you have enough models, field trips, and so on to help supply the students with the common industrial information that sighted children gain through daily observation

while going to and from school or while playing after school?

As you know, unless they are helped, blind children quite often gain very little information or even worse get misconceptions regarding large objects with which they come in contact.

I wonder if in some of our teaching we fail to take the time to really show our students what commonplace objects and operations are like. I have known grade school blind children, who after returning from a visit to a fire station knew that the fire engine was big and red. If he had been blind since birth he had no idea what red meant, and he wasn't too sure how big "big" was. Perhaps he had touched the tire, but that was the extent of his first-hand knowledge. He had learned something from listening to the partially sighted children and others that he could verbalize about, but as far as actually understanding what a fire engine was like, he had gained very little. I have known high school girls who were amazed to find that a potato when raw is hard and rough instead of soft like boiled or mashed potatoes. I have known high school boys who had no idea how the upper part of a tree is shaped. Sure, he could talk about the branches and the leaves, but he had no idea about their

size and shape. I could go on with numerous other examples of this kind, and I am sure you could too.

I do not believe these mistakes and lack of information are the fault of the child, but rather our fault as teachers. I do not believe we have put enough effort into teaching the child about the things around him. I believe there are several reasons for this lack of effort on our part. First, a blind child learns at quite a young age to talk rather intelligently about things he doesn't fully understand, and it is easy for the teacher to believe the student understands much more than he actually does. Second, I think we depend too much on the blind student getting information of this nature from the partially sighted students. Third, we sometimes get so involved teaching the strictly academic classes we don't pay much attention to anything else. And fourth, this type of information is difficult to teach, both from the standpoint of time and technique.

It seems to me one of the best places to teach much of this information is in the industrial education program for the boys and in the home economics department for the girls. Remember, I said *one* of the best places, not the only place.

In my discussion of industrial education, I am going to follow quite closely the philosophy of the public schools, not because I think they have all the answers, but because there are many ideas in the public schools regarding industrial education which would be very beneficial to us.

Industrial Arts Program

There are at least five major types of industrial education programs found in the United States at the present time. The most common is industrial arts which has many definitions such as a study of history, materials, organizations, tools, procedures, products, jobs

and human relations of industry; or, the study of the processes made on or to materials, to increase their value and the accompanying effect on humanity.

But all the definitions boil down to a broad study of industry and its effects on society. Industrial arts is always taught by the planning and construction of projects of interest to the student, plus discussions, observations, and readings related to industry. This isn't the old manual training which was the forerunner of industrial arts where the philosophy was almost entirely concerned with the development of skills or the training of the hands, but rather an important part of general education where information as well as skills is gained. In fact, in many industrial arts programs a great deal more emphasis is placed on the development of attitudes, information, and understanding than on the development of skills, and the project the child makes is regarded mainly as a vehicle for promoting and maintaining the student's interest. When a boy in electrical work makes a simple electric motor he certainly doesn't develop many skills which would help him get a job in an industrial motor plant, but he does learn a great deal about the nature of electricity and electric motors. Perhaps he learns even more than he would learn by spending the same amount of time in a lecture type science class studying electricity.

For years the philosophy of many administrators and counselors was that industrial arts is no different than manual training, and that it is the place for only the slow student who has difficulty doing strictly academic work. Fortunately, that attitude is changing. After all this is a very industrial society in which we live. How can we be sure an understanding of industry isn't just as important as the study of Latin, ancient history, algebra or any of the other standard courses?

There are thousands of industrial job titles listed in the *Dictionary of Occupational Titles*. Obviously it is impossible to have a course of study that would include information regarding all these occupations. So instead of studying occupations, areas of industrial work are studied. The major areas included in industrial arts at the present time are: woodworking, mechanical drawing, metal work, printing, electrical, handicrafts, auto mechanics, home mechanics, photography, ceramics, plastics, aviation textiles and leather work.

At first impression it might seem mechanical drawing, printing and photography would be totally unsuitable for blind students. I would certainly agree they should not be given the stress they receive in the public schools, but by using such devices as the raised line drawing board many of the drawing and planning concepts can be taught. Embossing could be used to teach many of the concepts of printing, and a few blind people are finding employment in photographic dark rooms which shows that there are some phases of photography we can teach.

Industrial arts shops are organized in at least three different ways. Perhaps the oldest is the unit shop which is very narrow in scope in that it offers only one type of training. A cabinet making shop, a sheet metal shop, or a machine drawing shop is an example of the unit shop. The second type is the general unit shop which is more general in nature. A general wood shop which includes cabinet making, carpentry, wood finishing, and upholstery; a general metals shop which includes machine shop, sheet metal, heat treating, and welding; or an electrical shop which includes house wiring, motor work, electrical appliance repair, and radio is an example of a general unit shop. The third type and the most desirable for the small school which can have only one shop is

the general comprehensive shop. This type is much broader in scope and is made up of at least two and preferably five or more general unit shops.

So far I haven't mentioned the traditional industrial subjects taught in schools for the blind such as broom making, caning, etc. This doesn't mean they can't be part of industrial arts, or that they should be discarded. I certainly believe they are important, but I think other areas should be added. I don't think allowing a student to take more than one year of these subjects, or if all the student does is operate the loom after it has been dressed, can be justified under an industrial arts program. Remember industrial arts is general education and is not primarily concerned with developing hand skills.

Before leaving the discussion of industrial arts I would like to give several of its more popular aims and objectives which have been developed by the American Vocational Association.

1. To develop in each pupil an active interest in industrial life and in the methods and problems of production and exchange.
2. To develop in each pupil the appreciation of good design and workmanship and the ability to select, care for, and use industrial products wisely.
3. To develop in each pupil the habits of self-reliance and resourcefulness in meeting practical situations.
4. To develop in each pupil a readiness to assist others and to join happily in group undertakings.
5. To develop in each pupil desirable attitudes and practices with respect to health and safety.
6. To develop in each pupil a feeling of pride in his ability to do useful things and to develop worthy leisure interests.
7. To develop in each pupil the habit of an orderly, complete, and efficient performance of any task.
8. To develop in each pupil an understanding of good planning.
9. To develop in each pupil a measure of skill in the use of common tools and ma-

chines and an understanding of the problems involved in common types of construction and repair.

Vocational Education

The second major type of industrial education is vocational education. This type of program is subsidized by the federal government if it deals with training for useful employment in trade and industry, agriculture, business, homemaking, or other pursuits of less than college level. Vocational education deals with developing the knowledge, skills, and attitudes that fit an individual wholly, or in part, for a definite occupation or vocation. In other words it is relatively narrow in scope as compared to industrial arts, and prepares a person for a specific occupation such as a piano tuner, machinist, homemaker, etc. Vocational education uses the unit shop almost exclusively. However, in a few cases general unit shops are found. The school day is usually divided in such a way that the student spends one half of the day in the shop and the other half in the classroom studying related information, such as shop math, planning, labor laws, and so forth. In the vocational high schools, courses in English and social studies are also included in the classroom work.

One prerequisite for a vocational course is that the particular vocation in question must require at least one school year of training for mastery, and it is preferable if it requires two or more years. In other words, vocation schools are concerned with the apprentice trades to a very large extent.

Some of the main aims and objectives of vocational education are:

1. To develop skills.
2. To develop understanding of producer-consumer relations.
3. To develop understanding of employer-employee relations.

4. To develop an appreciation of vocations as they relate to society.

5. To conserve natural and human resources.

Co-operative Industrial Education

A third major type of industrial education is co-operative industrial education. This program is much more akin to vocational education than to industrial arts, and is defined as a method of giving industrial education which employs learning experiences in the school and work experience made available in some co-operating agency outside the school. Under this program a student takes some academic classes such as English and social studies, plus a course which is directly related to the trade in which he is working. In order for a job to be suitable under this program it must require at least one year of part time on-the-job training for mastery, and as with vocational education it is preferable if it requires at least two years of part-time training.

The key person in a co-operative program is the co-ordinator who is responsible for finding suitable jobs, analyzing the jobs, developing training outlines, doing some supervision of the students on the jobs, and teaching the related information classes. Even though co-operative programs are inexpensive as far as shop and equipment are concerned, they are still rather costly because the co-ordinator is only able to handle 12 to 20 students in public schools. In a school for the blind a co-ordinator should not have more than six to eight students because of the problems that would be involved in teaching the related information classes.

The advantages of a co-operative program can readily be seen. First, it allows the students to make money while they are in school. Second, the students are working and learning on an actual job with up-to-date equipment. As for the

school, it allows a much broader or more inclusive program than could possibly be offered by using only the school. Public schools have also found this program practically eliminates the drop-out problem.

The aims and objectives of co-operative industrial education are very similar to those of vocational education, and properly organized co-operative programs are also subsidized by the federal government.

Work Experience

A fourth major type of industrial education is very similar to the third in some ways, and is called work experience. But unlike co-operative industrial education, work experience is a part of general education rather than vocational. Under this program controls are much less rigid and there isn't a coordinator to teach related information. This program is a try-out plan for students to gain the educational values of working, either during or after school. As in co-operative programs, industry is used for the shop, but in most cases the student doesn't spend more than five or six hours per week working during school time.

Some of the aims and objectives of this program are:

1. To help the student adjust to his first job.
2. To teach good working habits.
3. To develop interest in industry.
4. To develop an appreciation of industry.

Arts and Crafts

The last major type of industrial education I am going to mention is arts and crafts, which is more or less a combination of art and industrial arts. Some of the areas commonly found in arts and crafts are leather work, ceramics, art metal, carving, and fancy weaving. The

arts and crafts shop is almost always of a very general nature in that it has several or many different kinds of activities going on at the same time. Most of the work is hand work, and of course, as compared to an industrial arts or vocational shop there are very few power machines. Arts and crafts is considered to be general education, and therefore, the students usually spend only one period per day or less in the shop.

Some of the major aims and objectives of art and crafts are:

1. To develop worthwhile leisure time activities.
2. To provide opportunities for creativeness.
3. To develop skills.
4. To develop good design and good taste.
5. To produce motivations.

I have gone into quite a bit of detail about the various types of industrial education programs and their respective aims and objectives so that we can all mean the same thing when we talk about our various programs. I didn't say much about manual training or manual arts because they are no longer commonly found in the United States, but if any of the schools represented here have either of these types of programs we can discuss them in the industrial education group meetings.

The main thing to keep in mind is that vocational education and co-operative industrial education programs are concerned with training students for specific vocations, while industrial arts, work experience, and arts and crafts are a part of general education and are therefore more concerned with the development of attitudes, knowledge, understanding, and skills in a large number of industrial areas.

Perhaps by now most of you are thinking, all this theory is fine, but what type of program should I have for my school. Of course, I can't answer that without

knowing a good deal more about your school, your students, and the communities your students live in, but in general I believe an industrial arts, comprehensive shop of at least six areas is a must for small school for the blind. The areas that would be included in this shop would vary from state to state, because they should so far as possible represent the major industries found in the state. Woodworking, metal working, electrical and home mechanics are four areas which I am sure would be appropriate in all of your schools. In this shop the instructor should have as many models as possible; he should have field trips to various industries and encourage the students to actually examine as many machines and products as possible. Above all the instructor should get to

know his students well enough to know the degree of industrial understanding and skill they have so that he doesn't teach over their heads.

Our schools are so small we are limited in attempting to offer much of a variety of vocational training. With the possible exception of piano tuning, most schools are forced to either depend on their state council or commission for the blind to send their graduates away to regional trade schools for vocational training, or to set up a co-operative industrial program.

In conclusion I think our possibilities for developing and improving our industrial education programs are almost unlimited. It may mean breaking with tradition a little bit, but I am sure it will be well worth it.

Migel Medal Awarded on Foundation Day

THE 1954 MIGEL MEDAL for outstanding service to the blind was awarded to two persons on October 21: Dr. Harry Best of Lexington, Kentucky, and Mrs. Grace C. Hamman of Honolulu, Hawaii. The presentations were made in the Helen Keller Room at the American Foundation for the Blind in New York.

Major M. C. Migel, donor of the annual award, in his modest and friendly way addressed the large group of friends who had gathered for the occasion, and introduced Miss Helen Keller, who presented the awards to each of the recipients with appropriate remarks.

Dr. Best, a professor of sociology at the University of Kentucky, is the author of "Blindness and the Blind in the United States" published in 1934. The volume is a classic in the subject of its title, and is in fact the most exhaustive and complete account of the history and status of work for the blind in the

United States up to 1934. Miss Keller, in her recognition of Dr. Best, acknowledged her indebtedness to his work for the help she has for many years received in the performance of her own work of speaking and writing. She stated that in rehabilitation Dr. Best challenged us to leave the shadows of the past and that in total his book has been a blessing to the blind.

Mrs. Hamman is Director of the Territorial Bureau of Sight Conservation and Work with the Blind of Hawaii. In her congratulatory speech Miss Keller spoke of her grateful remembrance of Mrs. Hamman's devotion and perseverance in putting her heart and soul into the work in behalf of the Hawaiian blind.

Mrs. Hamman modestly disclaimed sole credit for the confidence and cheer that her Bureau's services have provided for the blind, saying "the medal isn't for me. The honor belongs to all who have

contributed and are still contributing to bring aid to the blind."

The presentations of the Migel Award were a major feature of the entire day's activities at the American Foundation for the Blind. The third Thursday in October has become established as Foundation Day each year. As usual, the annual meetings of the Foundation membership and Board of Trustees were held.

Two new trustees were elected to fill vacancies. Mr. Stetson K. Ryan, for 36 years the executive director of the Connecticut State Board of Education of the Blind until his retirement last summer, and for 20 years a trustee of the

American Foundation, requested that he be relieved of his responsibilities. Mr. H. A. Wood, Executive Director of the North Carolina State Commission for the Blind, was elected in Mr. Ryan's place. Mr. John Lysen, Superintendent of the Minnesota Braille and Sight-Saving School, who was elected president of the American Association of Instructors of the Blind last summer, became a trustee for a two-year term by virtue of his AAIB election, in accordance with the constitutional provisions of the Foundation.

The day closed with a social hour enjoyed at the close of office hours by all personnel at the American Foundation.

TV Handbook Ready for Distribution

The first Television Manual ever prepared especially for use by agencies for the blind is now being distributed by the American Foundation for the Blind.

Entitled "Timely Tips for Television" it consists of a printed handbook and with 30 pages of run-down sheets—actual reproductions of the dialogue, stage directions and camera cues, of television shows already produced by various agencies in such cities as Cleveland, Chicago, Pittsburgh, Evansville, Washington, Los Angeles, Minneapolis and Boston.

According to the table of contents the handbook consists of the following 15 chapters: What do Agencies Think; What Do TV Directors Want; Suppose You Are Planning a TV Program; What Kind of Program Should You Put On; Action or Talk; Guests, Panels and Interviews; What about Your Cast; Rehearsals; Learn to Know the Floor Man-

ager's Gestures; Spots, Slides, and Films; Color; TV Terms; Why Not Begin Now; Run-down sheets.

In an effort to discover if a book of this sort would be useful and practical, all agencies for the blind were circularized in advance for their reactions. It was discovered that less than half of all agencies now working for the blind are using TV. Ninety-nine per cent of those who responded said they would welcome help. In view of the fact that there are more than 33 million TV sets now in use, and almost 400 TV stations, it was felt that agencies should be encouraged in every way possible to use TV in their work.

To minimize the element of guesswork, every TV station program director in the U. S. was approached by the Foundation and asked to make a constructive suggestion for the handbook. Almost a hundred program directors from more than 40 states responded.

As a result of this compiled information, it is felt that this handbook contains more actual and valid information based on solid fact than anything now available for agencies interested in TV.

The book is written by Dr. Gregor Ziemer, Director of Public Education, with the preface by M. Robert Barnett, Executive Director of the American Foundation for the Blind, who also wrote the chapter on "What About Your Cast?" which carries the subtitle "Let's Do the Blind a Favor."

The booklet, which is arousing no little attention in the TV field and in the trade papers, is available free of charge as long as the supply lasts. More than 800 of them have already been distributed.

As Mr. Barnett puts it in his preface, "It may seem ironic to some that a Foundation for the Blind should be interested in preparing a handbook on something so visual as television. But, as its title indicates, this booklet is pub-

lished for anyone interested in public education about blindness. And we hope that includes many of us. That the need for such public education exists cannot be questioned."

The kit combining the handbook and the run-down sheets carries the slogan "Now We Can Show Them."

"This handbook does hope to give a few directions and to plant a few warning signs along the somewhat uncharted road which those who want to use television have to travel. Since television is here to stay, we are going to use it," Mr. Barnett concludes.

Those who wish a copy of the handbook can address their requests directly to the Department of Public Education, American Foundation for the Blind, 15 West 16th St. New York 11, N. Y.

Current Literature

✦ *Banners Against the Wind*, by John Jennings, Boston, Little, Brown and Co., c1954. Dr. Samuel Gridley Howe is the hero of this biographical novel which covers his participation in the struggle for Greek independence and his work in establishing the New England Asylum—the first school for the blind in America—now known as the Perkins Institution and Massachusetts School for the Blind, also his marriage to Julia Ward later famous in her own right as the author of "The Battle Hymn of the Republic."

✦ "Readers Without Sight," by Helen Johns, *Library Journal*, V. 79, No. 17, October 1, 1954. A university librarian, whose interest was first aroused by a University of Washington project for recording textbooks for blind university

students, has written a summary of current library service for the blind. This article includes reactions of librarians and readers, and examples of various projects now in operation to supplement the Library of Congress work. She offers several suggestions for the improvement of this service, especially stressing greater individual attention to the readers.

✦ *Training and Employment of Blind Persons as Telephone Switchboard Operators*, by F. W. Gust, Munich, Siemens and Halske, 1954. In this speech, delivered at the World Assembly of the World Council for the Welfare of the Blind, in Paris, August 1954, Mr. Gust describes the manner in which, in Germany, this promising profession came to be reserved for blind persons. The article is subdivided under three headings: I. The history of development, II. Basic technical requirements, III. Training and professional work.

✦ *The Piano Hospital and Training Center*, by Emil B. Fries. In response to

queries from vocation counselors of the various rehabilitation agencies across the country, Mr. Fries has published this seven-page pamphlet explaining the training in piano tuning and servicing offered to the visually handicapped at the Piano Hospital and Training Center in Vancouver, Washington.

✿ *Counselors Guide; How to Analyze the Rehabilitation Needs of Blind Persons on the Farm*, by J. Hiram Chappell, Washington, U. S. Office of Vocational Rehabilitation, 1954. This pamphlet is Rehabilitation Service Series Number 160 (revised) issued to aid the counselor and to furnish him with information concerning existing facilities, agencies and organizations providing services to farmers. Also included is a list of rural occupations in which blind and partially sighted persons have successfully engaged.

✿ "Hallucinations in Braille," by Walter Freeman and Jonathan M. Williams, *Archives of Neurology and Psychiatry*, V. 70, No. 5, November 1953. A case study is given of a young woman who, many years after the onset of blindness, had a schizophrenic reaction with hallucinations of hearing and of seeing, predominantly in braille. Immediately after amygdaloidectomy (a brain operation) the hallucinations disappeared.

✿ "The Blind in Art," by Nelson Coon, *Eye to Eye*, Bulletin of the Graphic History Society of America, No. 6, September 1954. The curator of the Blindiana Library of Perkins Institution for the Blind presents a discussion of the picture collection housed there, which was begun in 1880 and now comprises more than 2500 separate items.

✿ "He Conquered His World," by Edith Sherman with Myron Stearns, *Reader's Digest*, V. 64, No. 386, June 1954. This article points out that though blinded

as a young child Tony Aliverti's extraordinary achievements are striking proof of the undeveloped abilities all of us possess. He lives such a normal life that one quickly forgets that he is blind.

✿ "Grass Roots in the Prevention of Blindness," by Arthur H. Keeney, *Mississippi Valley Medical Journal*, V. 76, No. 1, January 1, 1954. Dr. Keeney points out that the greatest responsibility for prevention of blindness lies in the grass roots—in the hands of neighborhood and family practitioners—and his paper seeks to identify major factors leading to blindness and to outline specific treatment as conducted by the non-ophthalmologist. It is divided under three headings: 1. The Present Population, 2. The Period of Gestation and Birth of Future Generations, 3. Future Generations. (A list of 26 references is appended.)

✿ "These Kids Raise Puppies for the Blind," by Merrill Pollack, *Saturday Evening Post*, V. 227, No. 4, July 24, 1954. Over 500 New Jersey youngsters have taken, as temporary pets, puppies from The Seeing Eye, Inc., of Morristown, which they raise for a year, as an official 4-H project under Seeing Eye supervision. This program grew out of a need, felt in 1941, for assistance, due to the wartime loss of staff at the school. Mr. Pollack writes of the enthusiasm of the 4-H boys and girls in helping to provide "eyes" for the blind.

✿ "My Husband's Victory over Blindness," by Kathryn Boswell with David K. Boynick, *Redbook*, V. 103, No. 3, July 1954. Charley Boswell, blinded in World War II, won the Blind Golfers National Championship six times in seven years, and in this article his wife tells of his philosophy and success as a business man, a devoted father and a champion golfer.

Mission to Korea

Head Named

HERMAN HENRY ROOSE, psychologist on the staff of the Dutch Foundation for the Blind, Amsterdam, has been named to the staff of the American Foundation for Overseas Blind and will become leader of that organization's Mission to the Republic of South Korea.

According to M. Robert Barnett, AFOB Executive Director, Mr. Roose will arrive in New York for conferences with AFOB officials during December. He will assume his duties in South Korea early in January, and is scheduled to remain there two years. He will direct the operations of a team of experts which will include a consultant on education and a vocational counselor, as well as a local staff. Other mission members have not yet been named.

Following his tour of duty in Korea, Mr. Roose will join the Foundation's European staff, with headquarters in the Paris office, Mr. Barnett said.

Mr. Roose, 36, has served as psychologist with the Dutch Foundation for the Blind since January, 1950. Before joining that organization, he served in a similar capacity for Royal Dutch Airlines, 1948-49. He holds a B.A. degree in Dutch language and literature from Town University of Amsterdam (1942) and an M.A. in psychology, Free University of Amsterdam, (1948).

As Mission director, Mr. Roose will negotiate with ROK government departments toward introduction of legislation in favor of the blind and extension of governmental subsidization of voluntary activities for the blind. He will work toward stronger provincial agencies for the blind and will serve as advisor to the recently formed Korean National Council for the Blind.

Mr. Roose will also work closely



Herman Henry Roose

with United Nations agencies including UNKRA and KCAC.

The decision to finance the first full-time mission in work for the blind to South Korea was made by the AFOB executive committee last May, following the return to the United States of Mr. Eric T. Boulter, AFOB Field Director. Mr. Boulter conducted a 20,000 mile survey of blindness in the Far East, and spent several weeks observing conditions in South Korea. He was the first representative of an American agency for the blind to visit that country.

The AFOB Mission to Korea has been viewed as the initial step in a general expansion of the organization's activities in the Far East. Another result of Mr. Boulter's trip was agreement to hold a Far East conference on work for the blind in Tokyo next year.

According to a report filed by Mr. Boulter upon his return to New York, South Korea's blind population can be estimated at 70 per 100,000, based upon the minimum definition, 10/200. However, no official definition of blindness

exists in South Korea and "no genuine effort has been made at the national or provincial level to compile statistics of blind persons," the report says.

Mr. Boulter's conversations with Korean ophthalmologists revealed major causes of blindness to be smallpox, nutritional deficiency, measles, venereal diseases, chronic conjunctivitis, accidents and cataracts. Medical facilities and staff were found to be "entirely insufficient" to meet current needs. Only two per cent of the approximately 450 doctors graduated from Korean medical schools annually elect the practice of ophthalmology, the report shows.

The war has brought widespread hardship, dislocation of large masses of people and a critical problem of food supply to the Republic. These and other factors have contributed largely to an increasing incidence of blindness.

Though facilities destroyed during the war are being gradually rebuilt and a number of schools for the blind are now in operation, the field of education remains critical. Assistance is needed to rehabilitate physical facilities, provide special equipment and train technical personnel. According to Mr. Boulter, provision for greater technical know-how is among South Korea's most pressing needs.

AROUND THE WORLD

✿ Rev. Makary El Souriany, a Coptic clergyman and lecturer at the Coptic Theological College near Cairo, Egypt, has disclosed his denomination's plan to establish a Coptic school for blind children in Egypt next year. A recent visitor in New York City, he said the school would offer primary education, and advanced courses in Coptic liturgical music, and industrial and academic

subjects. Rev. El Souriany, who came to the United States as a delegate to the recent World Council of Churches, pointed out that the church, a Christian sect, has used blind persons as singers of liturgical music for centuries. At present, he said approximately 1,000 blind singers participate in Coptic services throughout Egypt. Rev. El Souriany will remain in the United States to attend Princeton University, where he will work toward a Master's degree in religious education.

✿ Ernst Jorgensen, since 1951 Social Affairs Officer for the Blind, United Nations Division of Social Welfare, left that post on November 15 to return to his native Denmark. He is to become Consultant to the Union of the Blind and the Danish Ministry of Social Welfare, he told the *New Outlook*.

Jorgensen, who himself is blind, said his new duties accompany a general expansion of Denmark's facilities for the improvement of conditions among the blind. He will concentrate on rehabilitation and education of the newly blind, he said, and will make his headquarters in Copenhagen. He and Mrs. Jorgensen were scheduled to sail from New York November 16.

In an interview, Jorgensen discussed the United Nations' progress in his field since he joined the world organization on June 1, 1951. He said significant work had been done in extending technical aid to blind persons in under-developed areas and in providing scholarships to men and women in work for the blind. Jorgensen hailed the United Nations Demonstration Center for the Blind, Cairo, Egypt, as an illustration of international co-operation.

Among the more noteworthy accomplishments in the field, he said, is the agreement on terms of an international definition of blindness reached by the

World Council for the Welfare of the Blind in Paris last summer. The definition, subject of a paper written by Jorgensen for the Council's Assembly, has now been accepted by the UN working group, Jorgensen said. He expressed hope it would be endorsed by the Social Commission next year.

Looking ahead, Jorgensen said he hopes for expansion and improvement of United Nations activities in the field of blind welfare. But the future, he added, depends on the extent to which member governments are willing to contribute to the maintenance of the program.

Jorgensen was honored on October 9 by a gathering at the home of Mr. and Mrs. M. Robert Barnett. Members of the staffs of the American Foundation for the Blind and the American Foundation for Overseas Blind attended.

✿ Roberto Keupfer, 31 year old blind educator, has been selected to establish Chile's first training course for future teachers of the blind, according to the American Foundation for Overseas Blind.

The Foundation, which is financing an intensive training program for Mr. Keupfer before he leaves for his new post, said the course will be conducted at the University of Chile, in co-operation with the National Institute for the Blind of Chile.

Mr. Keupfer will receive initial orientation at Perkins Institution, Watertown, Mass., and the Illinois School for the Blind, Jacksonville, Ill. He is scheduled to return to Santiago, December 22.

Keupfer, blind from childhood, holds degrees from the University of Chile and Hunter College, New York. A fluent speaker and writer of four languages, Mr. Keupfer has been a private tutor of blind and sighted children in Chile, and music critic for the Chilean weekly "El

Estranguero." He is married and the father of a young son.

✿ The Canadian Council of the Blind has announced gifts totaling more than \$1,000 to the British Empire Society for the Blind and the American Foundation for Overseas Blind, according to the *Outlook*, the CCB magazine. The grant was made from the Council's "Overseas Blind Fund."

In New York, M. Robert Barnett, Executive Director of AFOB, announced that the CCB gift will be used in Korea "where we feel the need to be greatest." In a letter to the CCB, Mr. Barnett said: "Your gift will be applied to our program of rebuilding facilities for the education, training and rehabilitation of that ravaged land."

✿ Alan Maxwell Palmer, a blind U. S. Navy veteran who now lives in Mexico City, has arrived in the U. S. to launch a campaign to raise funds for his *Discojos* program to provide 12-inch LP recordings free to the blind of Mexico. According to *Time* Magazine, Palmer, 46, arrived at the project's title from "discos" (records) and "ojos" (eyes) in Spanish. He plans to record songs and stories for the sightless of the Republic, many of whom are illiterate, *Time* said. The article adds that Palmer, who writes for U. S. industrial magazines, has persuaded a U. S. company to produce the recordings at cost and to provide free phonographs. Professional entertainers, including Bing Crosby, have agreed to participate in the project.

✿ The *News*, journal of the British Empire Society for the Blind, has announced its receipt of a progress report summing up the first year's work of teams studying river blindness in Africa.

"During the first year's operations" the report says, "Dr. Geoffrey Crisp and

his team of surveyors have covered 10,000 miles from the base at Bolgata. Their immediate task is to discover how the *simulium damnosum* fly, which causes river blindness, survives in dry season when the rivers in which it breeds have ceased to flow . . . Dr. F. C. Roger, head of the ophthalmic team, has surveyed fifty towns and villages, performed over 100 operations, seen 15,000 cases and covered nearly 20,000 miles in the same region. His task is to find ways of saving sight by treating the disease in its earliest stages or by increasing the people's resistance to it." The report terms river blindness the "commonest type of blindness on the Gold Coast, where there are about 100,000 blind people."

✿ Measures to combat onchocerciasis were the subject of an international conference held at Leopoldville, Belgian Congo, under the auspices of the World Health Organization, according to a United Nations press release.

The UN said the conference, attended by experts from African territories and other continents, was the first ever held in Africa. Closing October 6, it considered various aspects of the parasitic disease which sometimes results in blindness and which is endemic to large areas of Africa and America. WHO estimates there are 18 million cases in Africa alone. The conference was termed a "natural sequel" to the first meeting of the WHO Expert Committee on Onchocerciasis, held in Mexico last year.

✿ Senator Paul Neumann, President of the "Reichsbund," National War Disabled, Pensioners and Dependents, has announced the inauguration of a new home for the blind in Hamburg, according to *The World Veteran Magazine*. The journal describes the Home as "largest of its kind in Germany and per-

haps in Europe." It includes 80 apartments which will house 230 blind persons and their families, and is equipped with special devices for the blind including sound warnings for stairs and doors, braille clocks in the corridors, safety guards on windows. Other features include a garden, workshop, post office and library, the article says.

✿ Three more experts in work for the blind have joined the *New Outlook's* expanding corps of international correspondents, bringing the total to eleven, William Fisher, Foreign News Editor, has announced.

Joining the *New Outlook* staff this month are Bjarne Mogleby, Director, School for the Blind, Oslo, Norway; Milos Licina, Vice-president, Union of the Blind of Yugoslavia, Belgrade; and Fanny Mavroudi, Director, Blind Welfare Section, Hostel for the Blind, Athens, Greece.

In addition to this new coverage, the *New Outlook* now has correspondents in Mexico, United Kingdom, British Colonial Territories, Turkey, Germany, Ireland, Union of South Africa and Sweden.

✿ Egypt's Regional Rehabilitation Center for the Blind, Cairo, was cited recently as the encouraging result of increasing co-operation between national governments, voluntary agencies and the United Nations.

This is the conclusion reached by Kurt Jansen, chief of the UN Rehabilitation Unit, in an address to the Conference of World Organizations Interested in the Handicapped, at Geneva.

According to an article by Dr. Howard A. Rusk in the *New York Times*, Mr. Jansen believes the Center's activities illustrate how the UN and the specialized agencies are cooperating with individual governments and interested

private groups. The Center, established as a joint project of the United Nations and the International Labor Organization, has also drawn keen interest from voluntary groups such as the World Council for the Welfare of the Blind, Dr. Rusk writes. This teamwork, he believes, has resulted in better opportunities for the physically handicapped.

IN THIS ISSUE

MR. LEE A. IVERSON received his B.S. degree at Stout Institute and his M.S. degree at New York University. He taught industrial education, science and coached wrestling at the Iowa School for the Blind. He also did counseling and guidance a part of the time that he served in that school. In September, 1953 he became principal of the Florida School for the Blind, which position he now holds. The article presented in this issue was given as part of this workshop on special education held at the Louisiana School for Blind Negroes in the late summer this year.

MRS. FLORENCE HENDERSON is associate professor of education at San Francisco State College, in charge of the teacher training program for teachers of blind children. She was in the Minneapolis Public Schools, in charge of the music in the braille and sight-saving classes from 1929 to 1935, and was resource teacher for partially seeing and blind children between 1936 and 1946. From 1946 to 1948 she was also resource teacher for the blind and partially seeing in the Long Beach Public Schools. She has held her present position at the San Francisco State College since 1948. Her article was presented at the conference on special education held at the Louisiana School for Blind Negro Children late last summer.

MARIAN HELD is a native New Yorker, and has been associated with the Lighthouse

there for over 31 years. She was assistant to the director of welfare from 1935-43, when she became director of the Department of Direct Services. In this capacity Miss Held is responsible for the planning and directing of the 29 services carried on through the Lighthouse program, which aids over 4,000 blind individuals.

TWO ARTICLES THIS MONTH that provide us with some views of the special problems that arise from the combination of two circumstances, blindness and old age, are by Miss Gretta Griffis and Simon Hoffman. Miss Griffis looks at the home teacher's job of dealing with the combination, while Mr. Hoffman, a vocational and placement counselor, is concerned with the older blind person's employability. Miss Griffis' article is a shortened form of a paper she read at the Baltimore meeting of the Eastern Conference of Home Teachers in October of this year.

Miss Griffis is a home teacher with the Family and Child Service of the Washington Department for the Blind, in Washington, D. C. She received her B.A. degree from McPherson College in Kansas, and has taken graduate work in educational counseling at the University of Chicago, Washington University, and at the George Warren Brown School of Social Work, as well as the home teacher training course at Overbrook.

Mr. Hoffman has for seven years been vocational and placement counselor at the New York Guild for the Jewish Blind. His paper was prepared for the one-day Institute for professional workers, held in late October at the Guild. In his association with the Guild he has helped to build up the contract assembly shop program, and has been active in all phases of vocational placement work. More recently, Mr. Hoffman has participated in the development at the Guild of a new and very inclusive adjustment and pre-vocational training program. Prior to his services with the Guild, he served overseas in the U. S. Air Force, as a first lieutenant. He was also a counselor for a time with the Veterans Administration, working with all disabilities, as well as a college counselor at Brooklyn College.

CLASSIFIED CORNER

POSITION WANTED: 35 year old blind man (with a little vision in one eye) seeks position as voice teacher and/or choral director with either school or agency for the blind. Could direct music department and teach piano, harmony, music history, music appreciation, music braille, etc. Can teach Grade 2 braille and arithmetic. Graduate, Perkins Institution, New England Conservatory of Music, B.M. degree and highest honors. Currently taking courses for masters. Much singing experience. Further information write National Personnel Service, American Foundation for the Blind or *New Outlook*, Box I-A.

PSYCHIATRIC SOCIAL WORKER for the blind, \$3540-4980. Some experience in social work with the blind required. Further details and application form furnished on request. Write Board of Education of the Blind, Room G-4, State Office Bldg. Hartford, Conn.

POSITION WANTED: Social worker with professional experience in case work, group work, and education, seeking position with agency or institution for the blind. Write *New Outlook* Box 9-D, giving job description, qualifications desired in worker, and terms of employment.

MEDICAL SOCIAL WORKER WANTED: An expanding program of services to the handicapped people in Dayton and Montgomery County, Ohio, makes necessary the addition of a medical social worker. Worker will work in an integrated program with all types of handicaps, including the blind, with a well-rounded team of therapists and specialists. Starting salary is \$4,200 yearly. Working conditions include 40 hour week, two weeks vacation, sick leave, etc., Must have car. Interested medical social workers

please write for further information to William D. Lakin, Director, Rehabilitation and Personnel Services, Goodwill Industries of Dayton, 201 West Fifth Street, Dayton 2, Ohio.

AN OPEN EXAMINATION FOR WOMEN will be announced in the near future for a Home Industries Supervisor for the Connecticut State Board of Education of the Blind. Responsibilities will cover selecting articles suitable for home production, controlling purchase of materials and inventory of goods, and organizing public sales. Applications for the examination may be made to the Board of Education of the Blind, Room G-4, or to State Personnel Dept. Room 405, State Office Building, Hartford, Conn.

POSITION WANTED: Either as an instructor or foreman in large workshop. 8 years experience as instructor in weaving department. Write for additional details to *New Outlook*, Box 10-D.

POSITION WANTED: In an agency where both home teaching and case work skills are needed. Applicant is a blind woman with Grade II Home Teaching Certificate and additional education as well as several years experience in the field. Write *New Outlook* Box 8-D.

POSITION DESIRED: Young man (blind) desires a position as rehabilitation or employment counselor, or home teacher with some agency for the blind. Will also consider teaching positions. Experienced high school teacher and worker with the blind. Applicant holds B.A. degree in social sciences and also holds a LL.B. degree. Write Box 6-D *New Outlook for the Blind*.

HOME TEACHING position wanted. Young woman 25, single, graduate Howard University. Recently received Class II teaching certification. Some work experience as home teacher with Miami Lighthouse, Florida Council for the Blind, Tampa Lighthouse. Totally blind; travel easily with white cane. Box 11-D., *New Outlook*.

HELP WANTED: College graduate, preferably knowledge some phase work for the blind, adaptability in variety activities—mechanical-literary including braille, committed to service in specialized form. Box 12-D., *New Outlook*.

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VOLUME 48

JANUARY 1954

NUMBER 1

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themselves 'It can not be done'
it was done."**

—Helen Keller

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First Houseparents Meeting at Tennessee School for the Blind.

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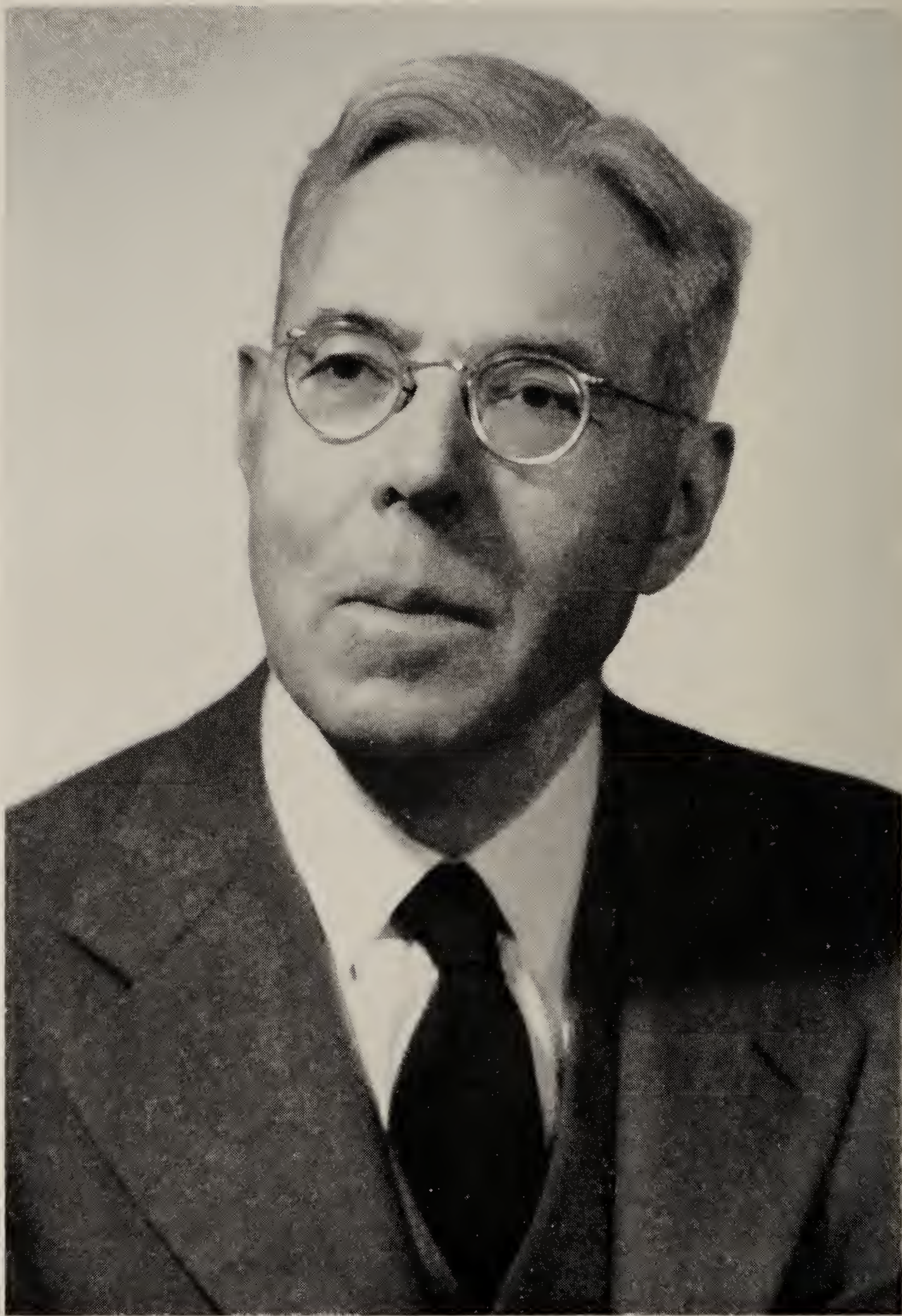
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Stetson K. Ryan, recipient of the Shotwell Memorial Award, 1954.

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WILLIAM FISHER, JR., *Foreign News Editor*
MARGARET M. FAY, *Circulation Manager*

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**"While they were saying among
themselves 'It can not be done'
it was done."**

—*Helen Keller*

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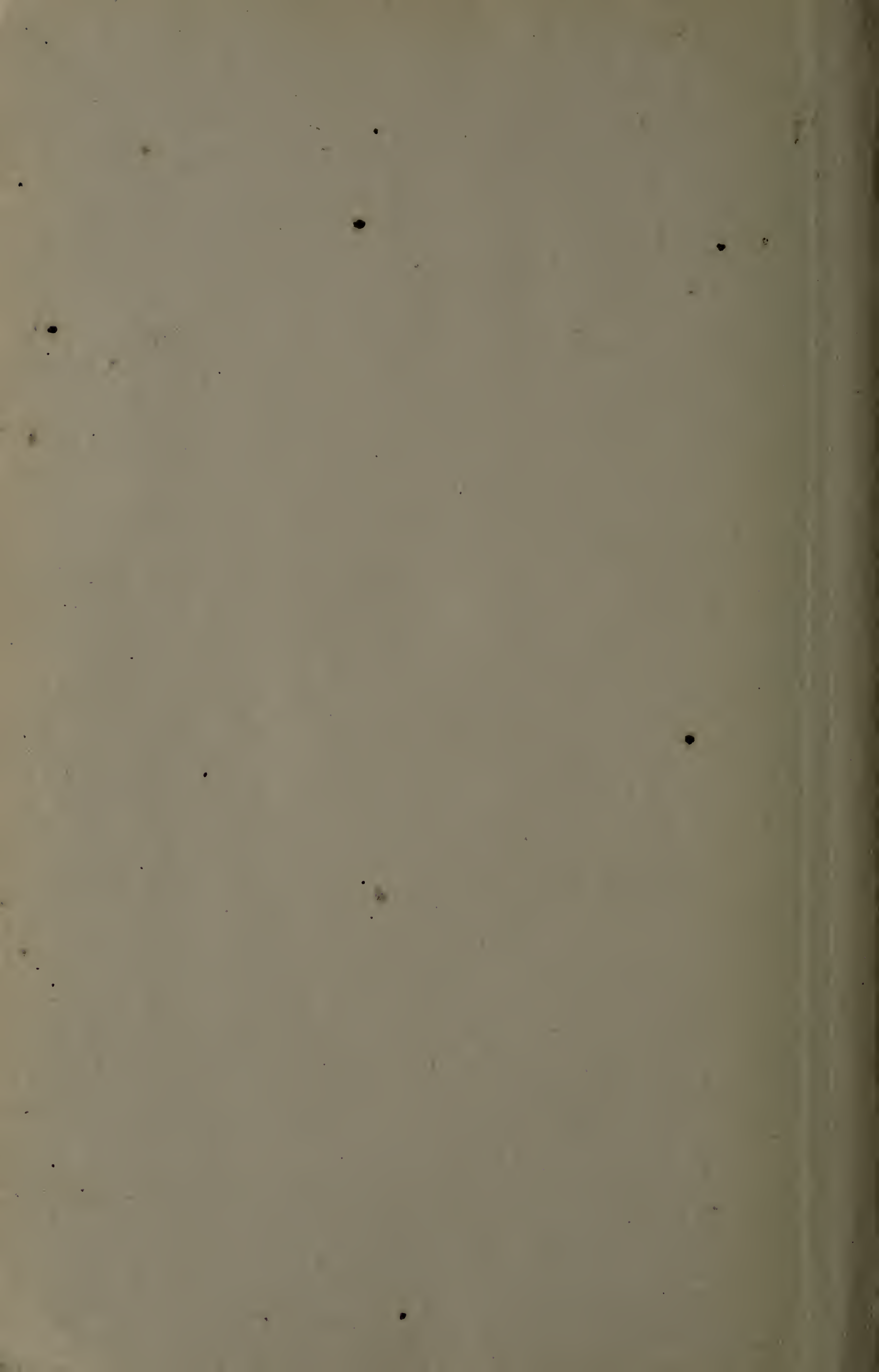
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Mrs. Grace C. Hamman, second from right, and Dr. Harry Best, right, receive the 1954 Migel Award from Miss Helen Keller. Miss Polly Thompson, Miss Keller's companion, at left.



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